

A Compilation of Unit Plans

An Honors Thesis (HONRS 499)

By

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Abstract

The subject for my senior honors thesis is four two-week unit plans dealing with American wars. There were a number of reasons for which I chose to undertake a creative project for my thesis. The main reason for choosing to do unit plans was because it was the one thing that I felt I needed more work with. I had to write my fair share of lesson plans in the elementary education classes, however, they were all single lesson plans. I did not have to connect the plans with any others. In student teaching, I was required to submit a two-week unit plan, and it was the harder part of the student teaching experience because of my limited knowledge of how to do so.

Another reason that I chose to do two-week unit plans is that teachers are expected to be able to create unit plans more frequently than they used to. I understand that when principals are interviewing, they would like to see examples of unit plans. It is important for a future teacher to be able to tie lessons together, and not simply create a bunch of independent lesson plans. Students need to be able to use things that they learned in previous lessons as background knowledge for future lessons.

The reason that I chose to do four unit plans based on American wars was because America is currently at war. Students need to be able to realize that America has been at war before, and that they have won before. I chose four wars that America was victorious in because that would give students a sense of pride for their country. With America being at war right now, students need to feel confident in their country. One of the best ways to do that is to show examples of America emerging victorious at war.

Acknowledgment

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The Revolutionary War

Textbook used for unit: "The United States" by Pearson Education, Inc., copyright 2003, grade 5

Day 1

Standards:

- Culture
- Time, continuity and change
- Individual development and identity
- Individuals, groups and institutions
- Power, authority and governance
- Global connections

Purposes/Objectives:

- Students will learn about the different laws that angered the American colonists in the 1700's
- Students will write a paragraph discussing how the laws would have made them feel.

Materials/Tools:

- Social studies book
- Classroom rules
- Paper
- Pencil

Logistics:

- The students will complete the lesson in class.
- *The lesson will take 30 minutes to complete.*

Relationships:

- The students will work at their desks for the lesson.
- The teacher will facilitate during the lesson and make himself available for questions during the lesson.

Motivation:

- Take down the old set of classroom rules in front of the students. Hang up a set of 5 new rules. The new rules are as follows:
 1. Students cannot move from their seat for any reason whatsoever.
 2. Talking without permission will result in immediate detention.
 3. There will be at least two hours of homework every night.
 4. Students must hop on one foot when in the classroom.
 5. Students who answer incorrectly to a question automatically fail.
- Go over the rules with the students.
- Allow the students to talk about the new rules.
- Ask the students how they feel about the new rules.
- Lead them to say that the new rules are unfair.
- Tell the students that the rules are a lot like the laws that England passed for the American colonies in the 1700's.

Procedure:

- Have students take out their Social Studies books and open them to page 268.
- Have the students read pages 268 to 275 on their own.
- Discuss the different laws that angered the people of the American colonies:
 - ✓ Navigation Acts of the 1600's
 - ✓ Hat Act of 1732
 - ✓ Molasses Act of 1733
 - ✓ Iron Acts of 1750 and 1757
 - ✓ The Sugar Act of 1764
 - ✓ The Stamp Act of 1765
 - ✓ The Quartering Act of 1767
 - ✓ The Townshend Act of 1767
 - ✓ The Tea Act of 1773
- Discuss the importance of these laws towards leading to the revolutionary war.

Assessment:

- Have the students write a paragraph (at least 5 sentences) about how they would have felt about all of the laws and how they would have dealt with their feelings.

Day 2

Standards:

- Culture
- Power, authority and governance

Purposes/Objectives:

- The students will get an introduction to the Boston Tea Party
- The students will get an introduction to Paul Revere's famous ride.

Materials/Tools:

- 5 copies of the book "Yankee Doodle" by Gary Chalk
- A CD with the song Yankee Doodle Dandy on it
- Cut up magazine covers

Logistics:

- The students will finish the lesson in one 30-minute class period

Relationships:

- The students will work in 5 groups of four to complete this lesson.
- The teacher will make sure that all groups are staying on task.

Motivation:

- Play the CD with Yankee Doodle Dandy on it for the class to hear.
- Have the class sing along to the CD.
- Explain to the students that this is a song about the American Revolution.

Procedure:

- Hand out a piece of cut up magazine cover to each student.
- Have the students match up their piece of magazine cover with three other students.
- The four students with matching magazine covers are a group.
- Hand out a copy of "Yankee Doodle" to each group.
- Have the groups read the story together.
- Discuss the story as a class after the students are done reading the story.

Assessment:

- The students will be informally assessed according to how well they remain on task during group work.

Day 3

Standards:

- Power, authority and governance
- Science, technology and society

Purposes/Objectives:

- The students will gain an understanding of the major wars of the Revolutionary War

Materials/Tools:

- PowerPoint presentation
- Graphic organizer for students to take notes on

Logistics:

- The lesson will take 40 minutes to complete

Relationships:

- The students will work independently at their desks to complete the graphic organizer
- The teacher will present a PowerPoint on the major battles of the Revolutionary War

Motivation:

- Ask students what they know about war.
- Accept all students' answers and then tell the students that they are going to learn about the major battles of the Revolutionary War.

Procedure:

- Hand out the graphic organizer to each child.
- Tell the students that they need to take notes on each of the battles that the PowerPoint covers (Battle of Bunker Hill, Battle of Saratoga, Battle of Yorktown).
- Go over the PowerPoint presentation, asking questions for the students to think about.

Assessment:

- Check the student's notes and make sure that all of the information is recorded.
- The students will either get full credit or no credit for the assignment.

Day 4

Standards:

- Power, authority and governance

Purposes/Objectives:

- The students will learn about the Declaration of Independence
- The students will learn about the American Constitution

Materials/Tools:

- Social Studies Text

Logistics:

- The students will have 30 minutes to complete the lesson

Relationships:

- The students will work with partners to complete the lesson
- The teacher will facilitate discussion after the lesson

Motivation:

- Ask the students what rights they have as Americans.
- Accept all of the students answers
- Ask the students where they got these rights.
- Tell the students that there are two major documents that show us the rights that we have, and that we are going to learn about those today.

Procedure:

- Have the students take out their social studies books and open them to page 296.
- Have the students read pages 296 to 302 with a partner.
- Discuss as the reading as a class.
- Have the students answer the questions at the end of the lesson for homework.

Assessment:

- The students will be graded on their answers to the questions.

Day 5 & 6

Standards:

- Time, continuity and change
- Science, technology and society

Purposes/Objectives:

- The students will use the Internet for looking up different facts about the Revolutionary War
- The students will use the information from the Internet to answer questions about the Revolutionary War from a web site.

Materials/Tools:

- Computer with Internet capabilities
- <http://mrspskids.tripod.com/rwhunt.html>
- pencil

Logistics:

- The students will have two days, a half-hour each day, to complete the assignment. There are 34 questions to be answered.

Relationships:

- The students will work independently when completing this lesson.
- The teacher will walk around the room and answer questions as well as make sure the students are remaining on task.

Motivation:

- Ask the students if they know what a scavenger hunt is.
- Tell the students that a scavenger hunt is having to search for a number of different things.
- Tell the students that they are going to be doing a different type of scavenger hunt. Their scavenger hunt is going to be on the Internet.

Procedure:

- Take the students down to the school's computer lab.
- Have the students open up the Internet on their computers.
- Have the students type in the address <http://mrspskids.tripod.com/rwhunt.html>.
- Give each student a copy of the questions so they can record their answers.
- Tell the students that the first two students who finish with all of the correct answers will receive 5 extra point on the assignment.
- Tell the students to begin looking for the answers on the web site.

Assessment:

- The students will be graded by having their answer sheets graded. One point will be given to each correct answer and a total of 34 points are possible. Two students will receive 39 points because of the extra credit. The grading scale is as follows

31-34= A

27-30=B

24-26=C

20-23=D

↓20 =F

Day 7, 8 & 9

Standards:

- Time, continuity and change
- Science, technology and society

Purposes/Objectives:

- The students will research information for a power point presentation about the Revolutionary War using several sources including Internet, encyclopedias, and trade books
- The students will make a power point presentation describing the main points of the Revolutionary war.

Materials/Tools:

- Computers with Internet capabilities
- Encyclopedias
- Trade books about the revolutionary war

Logistics:

- The students will have two class periods to do the research and put their slides together.
- Each class period will be 45 minutes long.

Relationships:

- The students will work in groups of two to complete this assignment. There are twenty students in the class, so there will be ten pairs of students.
- The teacher will walk around the room and provide assistance with the students working on their power point slides.

Motivation:

- Show a small power point presentation about the revolutionary war.
- Tell the students that they will be doing a similar power point presentation about the main points of the revolutionary war. Tell the students that they will also present *their slides to the class, so they should feel free to be creative.*

Procedure:

- Hand out a rubric for the power point presentation, and go over it with the students.
- Tell the students that they will have two class periods to put the power point presentation together.
- Let the students research the revolutionary war using different trade books, textbook, and encyclopedias.
- Once the students can show that they have enough information for the power point, they will be able to put the slides together.

*** The students have worked extensively with the power point program, so no instruction is necessary**

Assessment:

- The students will be assessed according to the attached rubric.

Day 10

Standards:

- Time, continuity and change
- Science, technology and society

Purposes/Objectives:

- The students will present their power point slides on the revolutionary war.

Materials/Tools:

- Computers with power point

Logistics:

- The students will finish the presentations in one 40-minute class period.

Relationships:

- The students will work in the pairs that they had worked in to prepare the power point slides.
- The teacher will facilitate the presentations and ask questions when presenters have finished.

Motivation:

- One student from each group will pick a stick from a jar.
- The stick will have a number from 1-10.
- The numbers correspond to when the students will present their slides.

Procedure:

- Students will present their slides to the rest of the class.
- Questions will be asked at the end of each presentation.

Assessment:

- Students will be assessed according to the attached rubric.

Revolutionary War PowerPoint

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.

Revolutionary War Battles

Battle of Bunker Hill

- The Battle of Bunker Hill occurred on June 17, 1775
- The British attacked the American forces twice without inflicting much damage.
- On their third attempt, the British were able to take Bunker Hill and force the Americans back to the mainland.

Battle of Saratoga

- The Saratoga campaign lasted for a year, from May 1776-May 1777.
- The Battle of Saratoga was won by the Continental Army.
- The Battle of Saratoga was the first win by the Continental Army when they used European war tactics.

Battle of Yorktown

- George Washington led a troop of American and French soldiers to Yorktown on October 14, 1781.
- They captured two British redoubts.
- The British offered to surrender on October 17, and the papers were signed on October 19.
- This was the last major battle of the Revolutionary War.

The Civil War

Textbook used for unit: "The United States" by Pearson Education, Inc., copyright 2003, grade 5

Day 1

Standards:

- Time, continuity and change
- Power, authority and governance
- Global connections

Purposes/Objectives:

- The students will learn about the major reasons for the Civil War.

Materials/Tools:

- Social Studies text books
- Paper
- Pencil

Logistics:

- The students will have 35 minutes to complete the lesson.

Relationships:

- The students will work independently on the lesson.
- The teacher will act as a facilitator for the lesson.

Motivation:

- Ask the students what causes them to fight with their siblings.
- Ask the students if that would make them go to war with their siblings.
- Tell the students that certain things made brothers go to war against each other in the 1800's.

Procedure:

- Have the students open their social studies books to page 464.
- Let the students read pages 464 to 467 on their own.
- Talk about the different reasons that the Civil War was to take place.
- Have the students write a paragraph discussing the reasons for the Civil War. The students should include the reason, why it was important, and why it would lead to war.

Assessment:

- The students will have their paragraphs graded.
- One point will be taken off the grade for each item that is omitted from the paragraph.

Day 2 & 3

Standards:

- Time, continuity and change
- People, places and environments
- Power, authority and governance

Purposes/Objectives:

- The students will gain a better understanding of how slavery led to the Civil War.
- The students will learn about the Underground Railroad

Materials/Tools:

- Movie “Roots of Resistance: a story of the Underground Railroad”
- Writing Journals

Logistics:

- This lesson will be split up between two 40-minute class periods.

Relationships:

- The students will work independently during this lesson
- The teacher will make sure that all students are staying on task.

Motivation:

- Review the fact that slavery was a big part in leading to the Civil War.
- Ask the students to discuss how slavery played a part in the Civil War.
- Tell the students that they are going to watch a movie about slavery and the Underground Railroad”.

Procedure:

- Show the students the movie “Roots of Resistance: a story of the Underground Railroad”.
- Tell the students to take notes if they want to, because there will be a writing assignment based on the movie.
- Discuss the movie after it is finished as a class.
- Have the students take out their writing journals.
- Have the students write about how it must have felt like to be a slave on the Underground Railroad.

Assessment:

- Students will be assessed according to their responses on the paragraph. If a student’s response shows thoughtfulness and their writing is correct, they will get full credit of 5 points. If response is not well thought out and writing is poor, the student will get 0 points.

Day 4 & 5

Standards:

- People, places and environments
- Individuals, groups and institutions
- Power, authority and governance
- Global connections

Purposes/Objectives:

- The students will learn about what states made up the Union and confederacy
- The students will learn about what beliefs the Union had that differed from the Confederacy

Materials/Tools:

- Social studies text books
- Graphic organizer

Logistics:

- The students will have two 30 minute class periods to complete the lesson.

Relationships:

- The students will work independently to complete the lesson.
- The teacher will work with the students to complete the lesson.

Motivation:

- Ask the students to choose their favorite color between blue and red.
- Have the blue group go to one side of the room and the red group go to the other side.
- Tell the students that the Civil War worked the same way with the country divided like the class was divided.
- Tell the students that the two sides of the country were called the Union and the Confederacy

Procedure:

- Hand out a graphic organizer to each student.
- Tell the students that after reading the lessons, they will have to fill out the graphic organizer to contrast the views of the Union and Confederacy.
- Have the students take out their textbooks and open them to page 492.
- Read pages 492 to 496 aloud as a class.
- Discuss the main points of the lesson while reading.
- Have the students fill out the graphic organizer.
- The students will fill out the Union side on the first day and the Confederacy side on the second day.

Assessment:

- The students will be assessed by their graphic organizers.

Day 6

Standards:

- Science, technology and society
- Global connections

Purposes/Objectives:

- The students will gain an understanding of the major battles of the Civil War (Battles of Bull Run, Battle of Fort Sumter, Battle of Gettysburg).
- The students will learn who won the Civil War.

Materials/Tools:

- PowerPoint presentation

Logistics:

- The lesson will be completed in one 45-minute class period.

Relationships:

- The students will work independently during the lesson.
- The teacher will be the presenter of the PowerPoint.

Motivation:

- Ask the students if they have heard of any of battles of the Civil War.
- Tell the students that they will be learning about all of the major battles of the Civil War through a PowerPoint presentation.

Procedure:

- Show the students that PowerPoint presentation.
- Ask questions throughout the presentation to make sure the students are comprehending the information.

Assessment:

- Students will be informally assessed according to how well they stay on task throughout the presentation.

Day 7

Standards:

- Culture
- Time, continuity and change
- Individual development and identity

Purposes/Objectives:

- Students will read about a selected person in the book “Bury Me Not in a Land of Slaves: African Americans in the Time of Reconstruction”.
- Students will describe to the class what they learned about reconstruction from the reading

Materials/Tools:

- Copies of stories from “Bury Me Not in a Land of Slaves: African Americans in the Time of Reconstruction”.

Logistics:

- Students will complete the lesson in the classroom.
- Students will have 25 minutes to read and discuss the book and 10-15 minutes to share with the class.

Relationships:

- The students will work in pairs to complete the lesson.
- The teacher will make herself/himself available for answering questions and keeping students on task.

Motivation:

- Read a small portion of the book to the entire class.
- Discuss with the class what they have just heard.
- Tell them that they will now read more of the book and discuss it with the class.

Tasks:

- Hand out a section of the book to each pair of students.
- Tell students to read the section within their pairs.
- Give student a paper with discussion questions on it. (The questions pertain to what students will learn about reconstruction.)
- Have each pair of students discuss their answers to the questions with the rest of the class.
- Discuss class results (similarities and differences).

Assessment:

- Students will be informally assessed based on validity and thoughtfulness of their responses.

Day 8, 9 &10

Standards:

- Time, continuity and change

Purposes/Objectives:

- The students will create a book that tells the story of the Civil War.

Materials/Tools:

- Social Studies book
- All work done throughout the lesson
- Paper
- Colored pencils
- Pencil

Logistics:

- The students will have three 30 minute class periods to complete the assignment

Relationships:

- The students will complete the assignment individually.
- The teacher will be responsible for helping the students in the class.

Motivation:

- Tell the students that they will be making a book that is to be displayed in the hallway about the events of the Civil War.

Procedure:

- Hand out a rubric to each student and go over the different components for the rubric with the class.
- The students need to make an outline of the things that they are going to include in their book.
- The students must show the teacher the outline before they can create the book.
- The students will be given paper and will have to write the text for the book first.
- After the text has been written the students will be required to add pictures.
- After the pictures have been completed, the teacher will put the book together, and the student will then illustrate the cover of their book.
- When the books are finished they are to be turned into the teacher.

Assessment:

- The students will be assessed by a rubric for their book
The rubric is attached.

Civil War Book

CATEGORY	4	3	2	1
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Battles of the Civil War

Battle of Bull Run

- The first Battle of Bull Run was on July 21, 1861
- This was the first real battle of the Civil War
- The battle lasted 5 hours.
- “Stonewall” Jackson led the Confederate troops to victory.

Battle of Fort Sumter

- On April 10, 1861, confederate troops demanded the surrender of Fort Sumter.
- On April 12, the battle began
- The Union surrendered the fort on April 13.
- The confederates took the first battle of the Civil War, although no one was killed during battle

Battle of Gettysburg

- The battle began on July 1, 1863
- Day one of the battle ended with a Confederate victory, but the Union still held some ground
- After the third day of fighting, the battle was over and the Union won
- There are an estimated 43,000-51,000 dead after the Battle of Gettysburg

World War I

Textbook used for unit: "Our United States" by Silver Burdett Ginn, copyright 1997, grade 5

Day 1

Standards:

- Culture
- Time, continuity and change
- People, places and environments

Purposes/Objectives:

- The students will learn how and why World War I started.

Materials/Tools:

- Social studies text book

Logistics:

- The students will have 40 minutes to complete the lesson.

Relationships:

- The students will work independently to complete the lesson.
- The teacher will work as a facilitator during the lesson.

Motivation:

- Ask students to think of a time when two people that they knew had an argument, and they remained neutral.
- Ask for the reasons that they remained neutral.
- Ask how easy it was for them to remain neutral.
- Explain to the students that the United States decision to remain neutral in WWI was not easy.

Procedure:

- Have the students open up their social studies books to page 380.
- Ask the students to read pages 380-385 on their own.
- Have the students answer the “Refocus” questions and do the “Think About It” on page 385.

Assessment:

- The students will be assessed by having their questions graded.
- The students’ responses to the questions will be graded on accuracy, and the “Think About It” question will be graded on thoughtfulness of the response.

Day 2

Standards:

- Culture
- Power, authority and governance
- Global connections

Purposes/Objectives:

- The students will understand some of the major events that were occurring during World War I.

Materials/Tools:

- Social studies text book

Logistics:

- The students will have one 30-minute class period to finish the lesson.

Relationships:

- The students will work as a class to complete the lesson.
- The teacher will lead the discussion for the lesson.

Motivation:

- Ask the students if they know of anything else that was happening in the world during World War I.
- Point out the focus statement on page 386 of the textbook.
- Explain that there were a number of other things that happened around the world during World War I.

Procedure:

- Read pages 386 and 387 together as a class.
- Discuss each of the different topics (Assassination in Bosnia, The Russian Revolution, Declaring War, The Flu Pandemic, and Peace Returns).
- Have the students write a paragraph that will summarize what was going on around the world during World War I.

Assessment:

- The students will have their paragraphs graded as an assessment.
- If all of the information is present, full credit will be given.
- For each major piece of information that is absent, the students will lose 1 point.
- The assignment is worth five points.

Day 3

Standards:

- Culture
- Individual development and identity
- Individuals, groups and institutions
- Power, authority and governance
- Production, distribution and consumption

Purposes/Objectives:

- The students will understand how American civilians helped out the war effort from home.

Materials/Tools:

- Social studies text book
- Paper
- Pencil
- Overhead projector

Logistics:

- The students have one 40-minute class period to complete the lesson.

Relationships:

- The students will work with a partner to complete the lesson.
- The teacher will make sure all students remain on task throughout the lesson.

Motivation:

- Have the students open up their social studies books to page 388.
- Point out the focus statement at the top of page 388.
- Ask students what they think the statement means.
- *Discuss their answers and tell them that they will find out about the statement by reading the lesson.*

Procedure:

- Have the students read pages 388-391 with a partner.
- Have the students take notes about what they are reading.
- Have the students pay close attention to how Americans at home helped out the war overseas.
- After all students are finished, write down some of the important notes on the overhead.
- Tell the students that if they do not have some of the notes, they need to put them on their notes so they can study better for a test.

Assessment:

- The students will be informally assessed on how well they remain on task during the lesson.

Day 4

Standards:

- Science, technology and society

Purposes/Objectives:

- The students will explain how technology changed World War I.

Materials/Tools:

- Social studies text book
- Paper
- Pencil

Logistics:

- The students will have one 40-minute class period to complete this lesson.

Relationships:

- The students will work independently to complete the lesson.
- The teacher will act as facilitator for the lesson.

Motivation:

- Ask students for ways that technology has changed from the past to the present.
- Ask if these changes make things better or worse.
- Explain that during World War I, some of the weapons that were used were new technology and that the technology helped change the way wars were fought.

Procedure:

- Have the students take out their social studies books and open them to page 392.
- Have the students read pages 392-393.
- Discuss as a class what the students read about.
- Have the students answer the “Refocus” questions on page 393.

Assessment:

- Having their questions graded will assess the students.
- The questions will be graded for accuracy.

Day 5

Standards:

- Time, continuity and change
- People, places and environments
- Individual development and identity
- Civil ideals and practices

Purposes/Objectives:

- The students will better understand the changes the United States went through after the war.

Materials/Tools:

- Social studies text books

Logistics:

- The students will have one 35-minute class period to complete the lesson.

Relationships:

- The students will work independently to complete the lesson.
- The teacher will make sure all students remain on task throughout the lesson.

Motivation:

- Have the students open up their social studies textbooks to page 394.
- Read the focus statement at the top of the page aloud.
- Discuss the statement and try to figure out some of the changes the United States went through.

Procedure:

- Have the students read pages 394-399 on their own.
- After all students have finished reading, discuss some of the main points as a class.
- Have the students answer the “Refocus” questions for homework.

Assessment:

- The students will be assessed by having their questions graded.
- The questions will be graded for accuracy.

Day 6, 7 & 8

Standards:

- Time, continuity and change
- Science, technology and society

Purposes/Objectives:

- The students will create a timeline outlining the major points of World War I.

Materials/Tools:

- Social studies text book
- “World War I” by Tom McGowen
- Computers with Internet capabilities
- Poster boards
- Markers

Logistics:

- The students will have three 40-minute class periods for this lesson

Relationships:

- The students will work in groups of 4 to complete the lesson.
- The teacher will make sure all students stay on task and answer any questions that arise.

Motivation:

- Show students a timeline of my life.
- Tell the students that all of the important events of my life are on the timeline.
- Tell the students that they will be making a timeline similar to this one, but it is going to be about World War I.

Procedure:

- Hand out a rubric to each student.
- *Go over the information on the rubric, which details what is needed on the timeline.*
- Have the students count off by 5's. This will make five groups of 4.
- Hand out a copy of “World War I” to each group.
- Tell the students that they can use the computers, their textbooks, and “World War I” to find information on the war.
- Tell the students that they need to make a rough draft of the timeline on a piece of paper and show it to the teacher before they begin their real timelines.
- After the students show their rough draft, give the group a poster board and pack of markers.
- On the last day of the lesson, the students will present their timeline to the class and hang it in the hall outside the classroom.

Assessment:

- The students will have a rubric that will be used for assessing the timelines.

Day 9

Standards:

- Time, continuity and change

Purposes/Objectives:

- The students will review the main points of the chapter on World War I.

Materials/Tools:

- Social studies text books
- Paper
- Pencil

Logistics:

- The students will have one 40 minute class periods to complete the lesson

Relationships:

- The students will work individually to complete the lesson
- The teacher will be responsible for answering questions and making sure all students remain on task.

Motivation:

- Ask the students how many of them have studied for the test tomorrow.
- Tell the students that they will be given a chance to study today because they were going to be doing the chapter review.

Procedure:

- Have the students open their social studies text books to page 400.
- Tell the students that they will need to complete all of page 400 for tomorrow.
- Go over the directions with the students.
- Give the students time during class to start on the chapter review.
- At the end of the period, tell the students to take their reviews home with them and study for the test tomorrow.

Assessment:

- Students will be informally assessed according to whether or not they remain on task during the class period.

Day 10

Standards:

- Time, continuity and change

Purposes/Objectives:

- The students will take a social studies test.

Materials/Tools:

- Social studies test

Logistics:

- The students will be allowed 40 minutes to complete the test.

Relationships:

- Students will work independently to complete the test.
- The teacher will make sure every student stays on task during the test.

Procedure:

- Hand out a copy of the test to each student.
- Read over the directions and tell the students that they may begin the test.
- Collect the test after 40 minutes.

Assessment:

- The students will be assessed by having their tests graded.
- The tests will be out of a possible 100 points.

World War I Timeline

	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct.	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.

Name: _____

Chapter 17 Content Test

Directions: Circle the correct answer

1. Who was President during World War I?
 - A. Theodore Roosevelt
 - B. Woodrow Wilson
 - C. Franklin Roosevelt
 - D. Herbert Hoover

2. Which holiday is a remembrance of the end of World War I?
 - A. Armistice Day
 - B. Independence Day
 - C. Memorial Day
 - D. Labor Day

3. Which of the following was NOT one of the Central Powers?
 - A. Germany
 - B. Russia
 - C. Austria-Hungary
 - D. Ottoman Empire

4. Who was America's most famous pilot during World War I?
 - A. the "Red Baron"
 - B. John J. Pershing
 - C. John Glenn
 - D. Eddie Rickenbacker

5. What is the MAIN reason why the Senate voted against joining the League of Nations?
 - A. The President was against it.
 - B. The League was an international organization.
 - C. The League was dominated by communists.
 - D. Germany had already taken control of the League.

6. Which was the BEST reason why women gained factory jobs during the war?
 - A. Black Americans had to live in segregated areas.
 - B. Many men had joined the Army.
 - C. Mexican Americans had been hired as migrant workers.
 - D. Children were forced to attend school.

7. What was one result of the introduction of the machine gun?
 - A. a decrease in trench warfare
 - B. an end to dogfights
 - C. a decrease in hand-to-hand fighting
 - D. an end to U-boats

8. Why did the Germans torpedo the Lusitania?
 - A. It was a British ship sailing in a war zone.
 - B. Germany wanted America to enter the war.
 - C. It was an American ship in German waters.
 - D. Germany wanted the British to enter the war.

9. Who was John J. Pershing?
 - A. President of the United States
 - B. Commander of the U.S. First Army
 - C. Head of the Food Administration
 - D. British representative in France

10. What war tactic caused soldiers to endure terrible living conditions?
 - A. U-boats
 - B. Tank attacks
 - C. Dogfights
 - D. Trenches

11. Who might have said, "All war is wrong!"?
 - A. Eddie Rickenbacker
 - B. Woodrow Wilson
 - C. Jeanette Rankin
 - D. Gavrilo Princip

12. What did the states ratify in 1919?
 - A. the prohibition amendment
 - B. the Treaty of Versailles
 - C. the armistice
 - D. the League of Nations

13. What killed the MOST Americans during World War I?
 - A. the German army
 - B. poison gas
 - C. the flu pandemic
 - D. armored tanks

14. What did the Selective Service Act establish in 1917?
- A. the draft
 - B. “meatless Tuesdays”
 - C. use of poison gas
 - D. segregated regiments
15. Why were there so many unemployed people in 1919?
- A. The Great Migration had been a failure.
 - B. Many women lost their jobs at war’s end.
 - C. The Great Depression had struck the world.
 - D. Many men were discharged from the army.
16. Which of the following did Germany NOT have to do at the end of the war?
- A. lose its colonies
 - B. pay money to the allies
 - C. join the Central Powers
 - D. give up some land
17. What did American businesses fear when shipping goods to European nations in 1915?
- A. the Lusitania
 - B. German U-boats
 - C. The “Red Baron”
 - D. Poison gas attacks
18. Which of the following represented a loan to the U.S. government by an American?
- A. a “heatless Monday”
 - B. the draft
 - C. liberty cabbage
 - D. a Liberty bond

Directions: On a separate sheet of paper, write a response to the questions below.

19. What were the causes of World War I?
20. In what ways did children contribute to the war effort during World War I?

World War II

Textbook used for unit: "Our United States" by Silver Burdett Ginn, copyright 1997, grade 5

Day 1

Standards:

- Culture
- Time, continuity and change
- Power, authority and governance
- Global connections

Purposes/Objectives:

- The students will learn how and why World War II started.

Materials/Tools:

- Social studies text books
- Writing journals

Logistics:

- The students will have 40 minutes to complete the lesson.

Relationships:

- The students will work independently to complete the lesson.
- The teacher will work as a facilitator during the lesson.

Motivation:

- Ask the students what they remember about the United States involvement in World War I.
- Ask the students if they think the United States would ever get into another war like World War I.
- Tell the students that the United States did, which was called World War II.

Procedure:

- Have the students open their social studies books to page 458.
- Read pages 458-463 together as a class.
- Discuss the main points from the lesson as a class.
- Have the students write a paper on whether or not they thought dropping the atomic bombs were right or wrong.
- Tell the students that the paper should be at least one whole side of piece of paper, and to be truthful in their responses.

Assessment:

- The students will have their papers graded for assessment. The paper should be one full page and discuss the atomic bomb dropping.
- Students should feel comfortable either way they answer the question.

Day 2

Standards:

- Culture
- Time, continuity and change
- Power, authority and governance
- Global connections

Purposes/Objectives:

- The students will become familiar with some of the important battles and generals *from World War II*.

Materials/Tools:

- Social studies text books

Logistics:

- The students will have one 25-minute class period to complete the lesson.

Relationships:

- The students will work as a whole class during the lesson.
- The teacher will facilitate discussion for the lesson.

Motivation:

- Ask students to think of a time when they did not want to do something, but once they did they were glad that they did it.
- Discuss how they felt during that time.
- Tell the students that the United States felt the same way during WWII. The United States did not want to get into the war, but once they did they were very enthusiastic about it.

Procedure:

- Have the students open up their social studies books to page 464.
- Read pages 464-466 as a class.
- Discuss all of the main events on those three pages as a class (Lend-Lease, Pearl Harbor, The Battles of Midway and Guadalcanal, Three American Generals, D-Day, Iwo Jima, and Victory).

Assessment:

- The students will be informally assessed according to their behavior during the lesson.

Day 3

Standards:

- Individual development and identity
- Individuals, groups and institutions
- Production, distribution and consumption

Purposes/Objectives:

- The students will understand how people at home, especially women, helped the United States war effort.

Materials/Tools:

- Social studies text books
- Writing journal

Logistics:

- The students will have one 35-minute class period to finish the lesson.

Relationships:

- The students will work independently to complete the lesson.
- The teacher will be a facilitator during the lesson.

Motivation:

- Have the students open up their social studies books to page 467.
- Have the students read the focus statement at the top of the page.
- Ask students what kinds of things Americans at home could have done to help the war effort.
- Discuss the responses and tell the students that after reading the lesson they will have a better idea of what kinds of things Americans at home were doing.

Procedure:

- Have the students read pages 467-469 independently.
- After the students have finished the reading, discuss the reading as a class.
- Write down all of the things Americans at home were doing on the chalkboard.
- Encourage the students to write down these in their notes to keep for studying later.
- Have the students take out their writing journals.
- Have the students write a paragraph answering this question: How did American Women impact World War II?

Assessment:

- The students will be informally assessed on their behavior and how well they remain on task during the lesson.

Day 4

Standards:

- Culture
- Time, continuity and change
- Individual development and identity
- Global connections

Purposes/Objectives:

- The students will gain an understanding of how Japanese Americans were treated during WWII.

Materials/Tools:

- Social studies text books
- Paper
- Pencil

Logistics:

- The students will have one 30-minute class period to complete the lesson.

Relationships:

- The students will work with partners to complete the lesson.
- The teacher will make sure that everyone is staying on task during the lesson.

Motivation:

- Asks the students to think about a time when they were treated unfairly.
- Ask the students how they felt about that.
- Tell the students that that was how many Japanese Americans felt during WWII.

Procedure:

- Have the students open their social studies books to page 470.
- Have the students read pages 470-473 with a partner.
- Have the students answer the questions in the “Refocus” section.
- Discuss the answers to the questions.
- Have the students write a paragraph describing what life in an internment camp would be like.
- Let some of the students share their stories with the rest of the class.

Assessment:

- Students will be graded on whether or not they get their paragraphs finished.
- A finished paragraph is worth 5 points, an unfinished paragraph will receive 0 points.

Day 5

Standards:

- Civic ideals and practices

Purposes/Objectives:

- The students will learn about the contributions of African Americans during WWII.
- The students will understand how African Americans were treated during WWII.

Materials/Tools:

- Social studies text books
- Paper
- Pencil

Logistics:

- The students will have one 30-minute class period for this lesson.

Relationships:

- The students will work as a class to complete the lesson.
- The teacher will lead the discussion for the lesson.

Motivation:

- Ask the students how they would feel if they did something nice for someone else, and then were treated badly.
- Tell the students that that is what happened during WWII with African Americans.

Procedure:

- Have the students take out their social studies textbook and open them to page 474.
- Read pages 474-475 together as a class.
- Discuss the treatment of African Americans during WWII.
- Discuss the two questions in the “Refocus” section.

Assessment:

- The students will be informally assessed by their behavior during the lesson.

Day 6

Standards:

- Time, continuity and change
- Power, authority and governance
- Civic ideals and practices

Purposes/Objectives:

- The students will learn about how America changed after WWII.

Materials/Tools:

- Social studies text book

Logistics:

- The students will have one 40-minute class period for this lesson

Relationships:

- The students will work independently to complete the lesson.
- The teacher will facilitate the discussion and answer student questions.

Motivation:

- Ask students if they have ever learned from a mistake that they have made.
- Have the students tell what they did differently the second time around.
- Tell the students that the United States tried not to make the same mistakes after WWII that they made after WWI.

Procedure:

- Have the students take out their social studies books to page 476.
- Have the students read pages 476-477 twice silently at their desks.
- Discuss the information in the lesson with the class.
- Ask the students questions about the lesson that would lead to good discussion.

Assessment:

- The students will be assessed according to how well they stay on task during the lesson.

Day 7 & 8

Standards:

- Culture
- Time, continuity and change
- People, places and environments
- Power, authority and governance
- Science, technology and society
- Global connections

Purposes/Objectives:

- The students will become experts on one of the major countries involved in WWII.
- The students will make a poster about one of the major countries involved in WWII.

Materials/Tools:

- Computers with Internet access
- Poster board
- markers

Logistics:

- The students will have two 40-minute class periods to complete the lesson

Relationships:

- The students will work in groups of four to complete the lesson
- The teacher will be responsible for answering questions and making sure all students remain on task.

Motivation:

- Tell the students that they will become experts on one country that was involved in WWII.

Procedure:

- Hand out a copy of the rubric to each student.
- Go over the contents of the rubric for the students.
- Group the students and give each group a different country (Germany, Japan, United States, Great Britain, and Italy)
- Hand out a poster board and markers to each group.
- Give the students two class periods to finish their posters.
- Have the students hang their posters in the hall outside the room after the second day is over.

Assessment:

- See attached rubric

Day 9

Standards:

- Time, continuity and change

Purposes/Objectives:

- The students will review the main ideas about World War II.

Materials/Tools:

- Social Studies text book

Logistics:

- The students will have one 40-minute class period for the lesson.

Relationships:

- The students will work independently on the lesson.
- The teacher will make sure that every student remains on task.

Motivation:

- Tell students that they will be able to review for the test tomorrow.

Procedure:

- Have the students open their social studies books to page 478.
- Assign the review for homework.
- Go over the directions for the homework with the students.
- Give students the entire social studies period to work on their review and study for the test.

Assessment:

- The students will be informally assessed according to their behavior during the lesson.

Day 10

Standards:

- Time, continuity and change

Purposes/Objectives:

- The students will take a social studies test.

Materials/Tools:

- Social studies test

Logistics:

- The students will be allowed 40 minutes to complete the test.

Relationships:

- Students will work independently to complete the test.
- The teacher will make sure every student stays on task during the test.

Procedure:

- Hand out a copy of the test to each student.
- Read over the directions and tell the students that they may begin the test.
- Collect the test after 40 minutes.

Assessment:

- The students will be assessed by having their tests graded.
- The tests will be out of a possible 100 points.

World War II Poster

CATEGORY	4	3	2	1
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

Name: _____

Chapter 20 Content Test

Directions: Circle the correct answer

1. What explains why the United States did NOT declare war on Germany when Britain did?
 - A. Americans were fighting the Japanese.
 - B. Most Americans were isolationists.
 - C. Roosevelt sided with the Germans.
 - D. The United States was already at war with Germany.

2. Why was victory in the Solomon Islands important for the U.S. war effort?
 - A. They could be used as bases in attacking Japan.
 - B. They were the first step in retaking Pearl Harbor.
 - C. They represented V-J Day for the U.S. Marines.
 - D. They were part of the Japanese Islands.

3. Who made the decision to drop the atomic bomb on Japan?
 - A. Adolph Hitler
 - B. Franklin Roosevelt
 - C. Harry Truman
 - D. Winston Churchill

4. Where did the Allied armies land on D-Day?
 - A. the island of Midway
 - B. the coast of Normandy, France
 - C. near Rome, Italy
 - D. the south coast of Great Britain

5. Hitler was to Germany as Mussolini was to _____.
 - A. the Soviet Union
 - B. Great Britain
 - C. Italy
 - D. Spain

6. Why did the Tuskegee airmen fly in a separate squadron?
 - A. The integration of U.S. troops was forbidden.
 - B. No African Americans were allowed to serve in the Army.
 - C. They had all trained at Tuskegee, Alabama.
 - D. Few squadrons had black pilots in World War II.

7. Which of the following was NOT provided by the GI Bill of Rights?
 - A. money to go to college
 - B. care for wounded soldiers
 - C. money for veterans to start businesses
 - D. a job with good pay

8. What did the Japanese attack that brought America into the war?
 - A. the Solomon Islands
 - B. Hiroshima
 - C. Normandy
 - D. Pearl Harbor

9. What is the name for the mass murder of Jews and others at Nazi death camps?
 - A. Hiroshima
 - B. Great Depression
 - C. Axis Powers
 - D. Holocaust

10. Which of the following BEST explains why America interned Nisei?
 - A. Many Americans were suspicious of all Japanese Americans.
 - B. Several Nisei had been proven to be spies.
 - C. Most Japanese Americans supported Japan's military government.
 - D. No Nisei fought for the United States in the war.

11. Where was the FIRST atomic bomb dropped?
 - A. Nagasaki, Japan
 - B. Normandy, France
 - C. Hiroshima, Japan
 - D. Guadalcanal

12. Who were the WACs?
 - A. women serving in the U.S. army
 - B. nisei who protested internment
 - C. Hitler's elite air corps
 - D. Leaders of the scrap drives

13. What did U.S. Marines plant on Iwo Jima's Mount Suribachi?
 - A. a rose of peace
 - B. an American flag
 - C. a Victory garden
 - D. a War stamp

14. Which countries made up the Axis Powers?
- A. Germany, Japan, Italy
 - B. Germany, Italy, Soviet Union
 - C. France, Germany, Japan
 - D. Japan, Germany, Soviet Union
15. What step did the United States take after World War II to prevent another major war?
- A. return to the policy of isolationism
 - B. punish Germany and Japan severely
 - C. help found the United Nations
 - D. dismantle the internment camps
16. Which of the following BEST describes the Lend-Lease Act?
- A. an expression of isolationism
 - B. a way of staying neutral in the war
 - C. a statement in support of the Axis Powers
 - D. a way of helping Great Britain and the Allies
17. What was the symbol of women in the work force during World War II?
- A. the Holocaust
 - B. Rosie the Riveter
 - C. The nylon parachute
 - D. The Black Eagles

Directions: On a separate sheet of paper, write a response to the questions below.

18. How did the peace made at the end of World War I contribute to the beginning of World War II?
19. In what ways did Americans at home help the war effort?

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