

## OVERVIEW!

### CONTENT:

This unit is a study of the World War II era presented for middle school students from a *Christian perspective*. It is designed to help students to understand the historical events of the era and gain an understanding and appreciation for Jewish heritage. This unit of study is important because it helps students to see the way man can misuse his power to reason. It confirms the prophetic accounts of God's Word (Israel being established as a nation) and the need of man to seek a Savior.

### n. PROCESS:

Students will have an opportunity to participate in cooperative learning, hands-on activities and individual and group projects. Students will be challenged to view the events of World War II through various perspectives. They will also be asked to think critically, creatively, and spiritually about the many complexities of war.

### ffl. PRODUCT:

Students will acquire a better understanding of the effects of war and gain a respect for different cultures. Students will also gain insight into sharing a message of hope through words and actions.

### **Unit Overview; Alignment with National / State / District Pupil Performance Standards**

### **Overarching Benchmarks/Standards/Goals for COMPLETE unit of study:**

#### **Benchmark 1:**

The Learner will describe the major events of World War II and identify the major players and their contributions.

#### **Benchmark 2:**

The Learner will understand the tragedy of the holocaust within the scope of the Jewish History.

#### **Benchmark 3:**

The Learner will respond logically and emotionally to fictional and non-fictional literature depicting life during this period in history.

#### **Benchmark 4:**

The Learner will participate in several activities to better understand the daily life of people living during this time.

### **I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS**

#### 1. PARADOXES:

Hitler believed in developing a pure race. Research and develop a presentation on how present day cloning could produce the same result.

#### 2. ATTRIBUTES:

Nazis used symbols to distinguish groups. For example, swastikas for Nazis, Star of David from Jews, and Pink Triangles for homosexuals. Create a flipbook showing symbols of today and how they are used to categorize people.

#### 3. ANALOGIES:

After World War II, there were a slew of movies produced by Hollywood where the premise of the movie was the underdog succeeding. Research as many stories in literature where the underdog prevails, and show how this relates to the "underdog" of World War II.

#### 4. DISCREPANCIES:

During the Internment of Japanese Americans, history mentions little of the treatment of Jehovah's Witnesses and German Americans during this time. After researching the Jehovah Witness and German American status, create a cartoon depicting the life of these groups of people.

5. **PROVOCATIVE QUESTIONS:**

You are a Nazi youth in "Hitler's Youth." You have all the rights and privileges that comes with this position. Research the actual life of a Nazi youth and develop and present a video production depicting your life.

6. **EXAMPLES OF CHANGE:**

Women of the World War II era were very instrumental in helping the economic and war effort. Research women's roles today and do a written report contrasting and comparing the role of women.

7. **EXAMPLES OF HABIT:**

Several groups still have antagonistic feeling towards the Jewish culture. Research these groups and put together a power point presentation showing these groups and their systems of beliefs and organization.

8. **ORGANIZED RANDOM SEARCH:**

Advertising tells a lot about people and their culture. What do the ads of today tell about what is important today in American culture? Do a photo essay on which you zero in on ten items that you feel define the American culture. In an alternate photo essay research 10 items that would be important to the refugees of the Sudan.

9. **SKILLS OF SEARCH:**

The main role of airplanes during World War II was transportation, distribution and warfare. Develop a collage depicting the types of and various uses of various aircrafts today.

10. **TOLERANCE FOR AMBIGUITY:**

Women during WWII made a huge contribution on the home front and in the war effort. They enjoyed freedoms and responsibilities as never before. In a class debate, argue whether that has resulted in equality between the sexes in the workforce.

11. **INTUITIVE EXPRESSION:**

Create a 3-D model presentation of an American soldier's facial expression when arriving at the Auschwitz concentration camp. Keep a journal of your feelings while you create your model. Unveil your project in class and students will write their response to your work.

12. **ADJUSTMENT TO DEVELOPMENT ;**

Some historians feel that Pearl Harbor could have been prevented. There are conspiracy theories that state that the government knew ahead of time about the attack and did nothing. What policies could have been put in place so that we would not have experienced the same feelings after September 11<sup>th</sup>? Put together a written and oral presentation using visual aids to express those policies, as if you were presenting them before Congress.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Analyze and study the traits of two of the following: FDR, Churchill, Hitler, Emperor Hirohito, or two other key players in WWII. Write a magazine article in which you highlight the way that these personal traits led to the person's success or failure in World War II.

14. **EVALUATE SITUATIONS:**

Eleanor Roosevelt was concerned about the country's poor, women and African Americans. She shocked many people when she invited African-American leaders to the White House for dinner. She further enraged people when she sat in the "black" section of an audience in Birmingham, Alabama. Create a National Enquirer type cover and actions on which you focus on the actions of Mrs. Roosevelt.

15. **CREATIVE READING SKILL:**

Research one of the major pieces of equipment used during WWII. Construct a large model labeling all the parts. The label needs to include description, weight and purpose.

16. **CREATIVE LISTENING SKILL:**  
Listen to some German music of the WWII era. Write lyrics to a song using that music.
17. **CREATIVE WRITING SKILL:**  
Hitler was an acknowledged monster. In a Newspaper article including illustration for the *London Times*, show a picture of Hitler holding a beautiful Arian child. In the article, write about what a loving and caring leader he is and how his image has been maligned and misrepresented through American propaganda.
18. **VISUALIZATION SKILL:**  
On a mural, display pictures of victims of a London Blitz. Focus especially on children who had been sent to the English countryside for protection. Show their joyful reunion with their family or their return to the shell of their home or neighborhood in which everything they knew had been destroyed.

**ACADEMIC / CRITICAL THINKING SKILLS**  
**ANALYZING HUMAN ACTIVITIES! (AHA!)**

NATIONAL STANDARD # 2 STUDENTS WILL BE ABLE TO understand how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit?

**1 PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS!]**

**KNOWLEDGE:**

**Anticipatory Set:** Students will view pictures of breadlines, unemployment lines, and homelessness in the United States and Europe.

**Students will:** Describe the economic status of countries involved in WWII (i.e., America and Germany).

**COMPREHENSION:**

Students will predict how a war could help the economic environment (i.e., produce jobs, money from weapon sales).

**APPLICATION:**

**Anticipatory Set:** Students will learn PRAISE THE LEARN & PASS THE AMMUNITION and develop motions for it. Then play WAR, WHAT IS IT GOOD FOR?

**Students will:** give a retort to the question What is war good for?

**Team product:** Create a propaganda pamphlet for a specific country to motivate their populace to enter a war for the perceived economic benefits. An issue to be considered will be the run-away inflation that occurred in Germany at the time.

**Multicultural Link:** Students will research how Jews were portrayed in Nazi propaganda and show if that was a truthful portrayal.

**Humanities Link:** Students will listen to quotes from Nietzsche, Kierkegaard, and Freud, and will debate those philosophies citing verses/passages from the Bible.

**Tech Prep Link:** Students will use the internet to conduct their multicultural link.