



UNIT PLAN

Suffering and Sacrifices of War

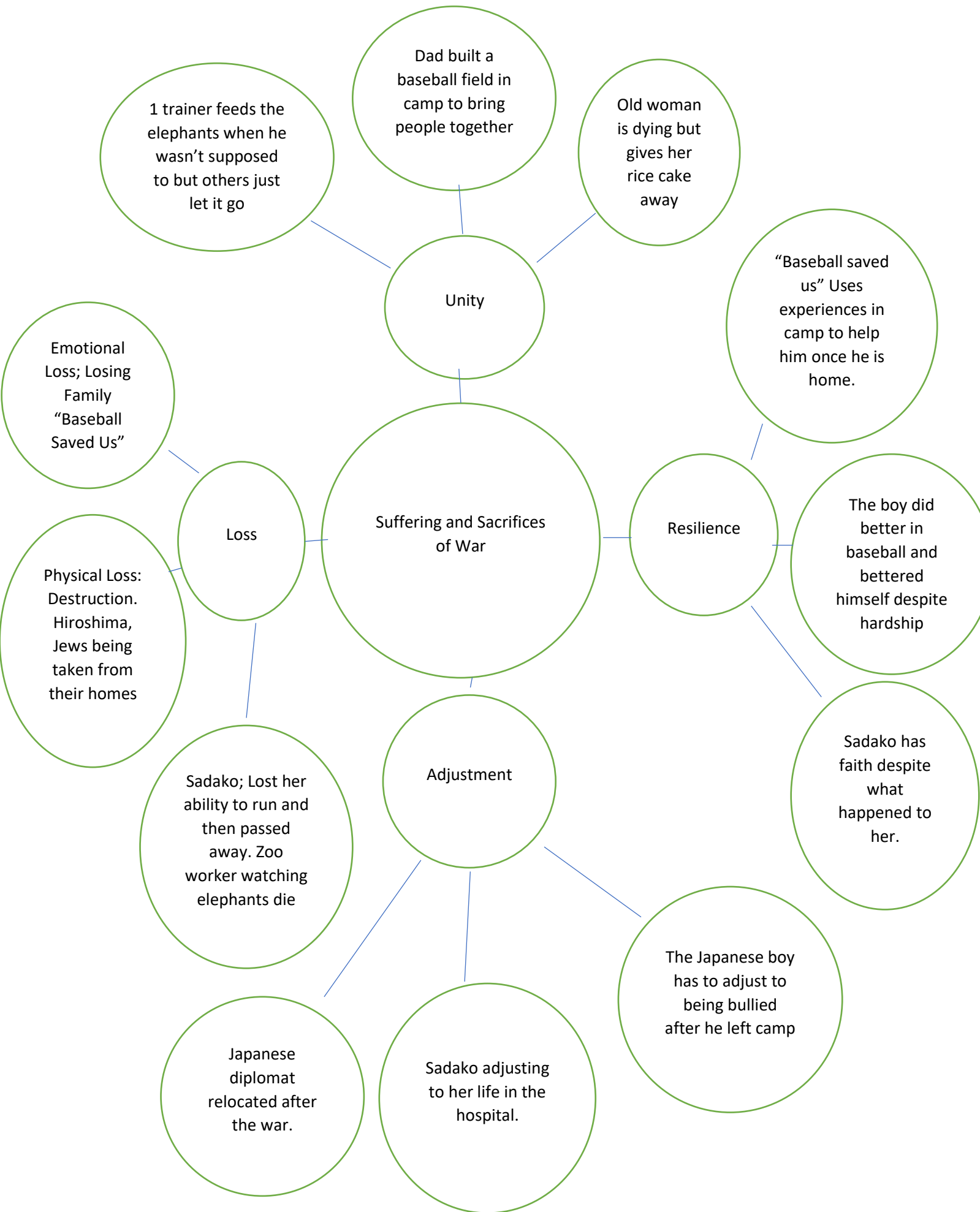
Lexi Callander

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ECE 215
Professor Shaffer

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Education 215 – ECE; EDUC: Curriculum, Instruction and Assessment

Mr.Shaffer – Thiel College

STAGE 1 – Desired Results

Established Goals:

- 1.) Students will understand the characters thought process by writing journal entries as if they were suffering from war.
- 2.) Students will participate in an engaging discussion about different situations where people showed adjustments during times of trouble.
- 3.) Students will recognize the adjustments that the victims had to make and create a timeline on how they have had to adjust to things in their lives as well.
- 4.) Students will compare the lives of the victims before the war to the way their lives were after the war.
- 5.) Students will be able to summarize each story in the text set by using a summarization strategy.
- 6.) Students will be able to compare how war effected people in the different stories.
- 7.) Students will practice writing skills from the perspective of a victim of war.
- 8.) Students will be able to identify how many different forms of loss the victims experienced.
- 9.) Students will develop their thinking skills by discussing why resilience was important for the victims of war.
- 10.) Students will be able to demonstrate their understanding of the adjustments and loss of war through reading their journal entries

Standards:

CC.1.2.4.B, CC.1.2.4.C, CC.1.2.4.F, CC.1.2.4.I, CC.1.2.3.L, CC.1.3.4.A

Big Ideas:

1. Unity
2. Loss

4. Adjustment

Essential Questions:

1. How does a sense of unity help victims overcome the suffering of war?
2. How do the victims of war suffer?
3. How do the characters show resilience in the midst of suffering?
4. How do people make adjustments during and after war?

Enduring Understandings:

1. During a war, people come together to help each other overcome obstacles.
2. Emotional and physical loss occurs when people suffer and make sacrifices.
3. During war, people develop a sense of resilience to help them personally make it through hardships.
4. People have to make emotional and physical adjustments because of the suffering they endure during war.

Standards for Stage 1

CC.1.2.4.B – Refers to details and examples in text to support what the text says explicitly and make inferences

CC.1.2.4.C – Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

CC.1.2.4.F – Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.2.4.I – Integrate information from two texts on the same topic to demonstrate understanding of that topic.

CC.1.2.4.L – Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.2.9-10.A – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.4.A – Determine a theme of the text from details in the text; summarize the text.

STAGE 2 – Assessment Evidence

Performance Tasks:

Goal:

- Your task is to choose five small items that you would bring with you if you didn't have a home during the war and explain why while also completing a journal.
- The goal is to put yourself into the same situation that the victims of war were in and be able to share your fictional experience with a group.
- The problem or challenge is deciding which items would be most appropriate during this situation.
- The obstacles to overcome are different forms of loss. (No home, most likely no food, water...etc)

Role:

- You are a nine year old in the time of war that has lost their home.
- You have been asked to leave your home and survive with little to nothing during a time of war.
- Your job is to provide for your family with the essential items that you chose.

Audience:

- Your clients are your family that you may have to support with the different items you have chosen.
- The target audience is you and your family.
- You need to convince everyone that the objects you have chosen are going to be useful.

Situation:

- The context you find yourself in is a time of suffering where you have experienced physical loss.
- The challenge involves dealing with different factors that come with loss and using your items to survive.

Product, Performance, and Purpose

- You will create a journal and explanation in order to put yourself in the war victim's shoes and see things from a different perspective.
- You need to develop a presentation of one of your journals and explanations so that you can prove to other students in your group that you understand what it was like during a time of loss in war.

Other Evidence:

Academic Prompts:

- (2, 6) After reading the books used in the text set, students will have a discussion about the different situations where people showed adjustment during times of trouble. They will answer questions like: What certain situations can cause people to adjust after war? What are examples of emotional and physical adjustments in the text set? The questions will eventually lead the students to the essential question that they will answer, which is “How do people make adjustments during and after war?”
- (9,4,3) Students will choose a form of resilience that a character in one of the stories experienced due to war and compare it to a memory of themselves being resilient. They will describe what it was like for both the character and themselves during and after the time of resilience. First, they will organize the information using a Venn diagram to show the similarities of their experience with loss and the differences. Once they are done with the diagram, they will use it to create a timeline comparing both situations.
- (5) Students will choose a partner and participate in a reciprocal reading activity. Each group will get a different book from the text set. After they are done with the reciprocal reading strategy, they will stand up and present to the class a short summary of the book that they were assigned.

Self-Assessment

- 1) Were you able to make personal connections with the different characters in the stories as you read them?
- 2) Did you find it difficult to understand the stories because you have probably never been in a situation like this before?

Quizzes and Exams

Students will be tested on what they know about the four big ideas through the suffering and sacrifices of war.

Students will be able to recall facts and examples from each book.

Teacher Name: Mrs. Callander

Student Name: _____

Explanations and Journal Entries

| Category | 4 | 3 | 2 | 1 |
|--------------|--|--|---|---|
| Content | Thoroughly explains the item that has been chosen and includes a detailed description of how the item was used. | Thoroughly explains the item that has been chosen and includes a general explanation of how they used the item. | Describes the item that was chosen with some detail and includes a general explanation of how they used the item. | Has a very poor description of the chosen item and does not give any details on how the item was used. |
| Organization | Correctly develop their journal entries with an introduction, body paragraph, and closing paragraph. | Develop their journal entries but may not include one of the three required steps. | Develop their journal entries and they are missing two of the three required steps. | Journal entries have no organization or writing style and do not follow the correct format. |
| Creativity | Demonstrates an understanding of what life was for victims of war and relates it to their personal life throughout both the journal entries and explanations | Demonstrates an understanding of what life was for victims of war and relates it to their personal lives in at least 2 of the journals and explanations. | Does not have a clear focus on what life was like for victims of war but effectively completes their journal entries and explanations by relating it to their personal lives. | Does not show any understanding on what life was like for victims of war and doesn't relate a war victim's life to their own. |
| Grammar | Uses correct grammar during explanations and journal entries | Uses correct grammar during explanations and journal entries | Makes few grammar errors during explanations and journal entries | Has a reoccurring pattern of grammar errors in journal entries and explanations |

WHERE

W- Why and What?

Goals:

- Accomplish all goals from Stage 1.
- Answer all subsidiary and essential questions throughout the unit.
- Students will be able to identify all four big ideas throughout the text set and identify specific examples.
- Students will be able to relate the text set to their daily lives.
- Students will complete each assignment and show a full understanding through their homework at the end of each big idea.

Expectations

- Students will meet the requirements of the rubrics for performance tasks and be shown the rubric at the beginning of the unit so that they know the requirements.
- Students will understand how each idea was shown through the suffering and sacrifices of war text set and identify specific examples in the text.
- Students will be able to identify how they use the big ideas found in the text set in their own daily lives.
- Students will be able to answer all essential and subsidiary questions through discussions, RAFTS, worksheets, etc... I will show students essential and subsidiary questions before being introduced to each big idea.

Relevance and Value

- Feeling a sense of relatability as they learn how to apply all big ideas to their daily lives and identify how the big ideas are being used around them every day.

- Students will be able to look at big ideas from different perspectives of characters in the story so that they can learn to do so in real world problems as well.
- From reading the text set and participating in different activities during the lessons, students will be able to understand conflict in our world today.

Diagnosis

- Students will work in think, pair, and shares and complete other anticipatory sets to diagnose their prior knowledge before each lesson on a big idea so that I know where a student is at before starting.
- Students are each assigned to read one book from the text set and do “Stand up, Sit Down” to show the teacher what initial information they have gathered.
- Ask questions at the end of each chunk to ensure that students do not have any misconceptions.

H – Hooking and Holding

Hook

- Students will be required to choose a present-day conflict from the list below at the beginning of the unit. Each conflict listed will come with a youtube video that they will be required to watch. This will grasp student’s attention to start off because it will help them relate the text set to present day situations.

-Conflict in the Democratic Republic of Congo (<https://www.youtube.com/watch?v=kYqrflGpTRE>)

-The war on Terror in Egypt (https://www.youtube.com/watch?v=_kgX-t6Ryic)

-South Sudan Civil War, Africa (<https://www.youtube.com/watch?v=MQWLu2Q1kU0>)

Hold

- Students will be required to bring in facts and updates on the war going on 2 days a week to class. They will share one of their facts with the class. By the end of the unit, they will write a

newspaper article on the conflict that they chose. This will help students to understand that there are still situations going on today that were shown in their text set. It will also provide them with an opportunity to participate in creative writing. The newspaper article will consist of a description of the war, what has been done to help, and specific details about the conflict. The newspaper article will act as a report. Students will have time during a class to critique each other's newspaper articles. At the end of the unit, each student will share their newspaper article with the class and answer a follow up question provided by the instructor.

- Question: How were the four big ideas from the unit displayed in the conflict you researched over the duration of the past 10-15 days?

E – Explore, Equip, and Expand

Direct Instruction

- Completing compare and contrast worksheets, participating in reciprocal reading, involving themselves in discussions, and using other strategies to dig deeper into the content of each big idea.
- Lesson plans for each big idea will involve a complex interaction at least once during the lesson so that students can receive and give their own opinions on the text set.
- Students need to critically think and be confident in their answers in order to succeed during the unit. They will obtain these skills through completing before reading, during reading, and after reading activities so that they can apply the skills to complex interactions done in the classroom.
- There will be opportunity to explain or interpret why a character acted a certain way in the text set through homework and acquiring new knowledge.

Experiential and Inductive Learning

- Students watch videos on their chosen conflict.

- Students create a RAFT that involves them having to create their own dialogue and put themselves into a situation they most likely have never been in before.
- Students act as a news reporter by reporting on their chosen conflict in the real world.
- Students will explore new perspectives by creating journal entries.

Homework and Other Out-of-Class Experiences

- Students will create RAFTS so that they can look at the text set from different perspectives and gain the knowledge of both sides of the suffering of war.
- Students will create a newspaper article throughout the unit to hold their interest in the topic of suffering and sacrifices of war.
- Students will summarize each story in the text set to refresh their memory on what the story is specifically about.

R – Rethink, Rehearse, Reuse, Refine

Rethink

- Students will rethink on big ideas like unity and resilience because they are two concepts that are used most often in everyday life and will help to shape their morals. To do this, students will do activities during “Acquire New Knowledge” and “Homework” that help to put these big ideas into relatable real-world situations.
- Students will want to revisit these ideas because of the different times they related them back to their lives during the lesson.

Revise/Refine

- A lot of time will be spent in discussion which will allow students to spend time speaking of their own opinions and getting information from other students’ opinions. Participating in discussions several times will allow students who struggle to listen to become patient and open to new

ideas. The rehearsal of discussion will also allow a students' spectrum of knowledge of a big idea to broaden.

- Students will participate in peer critiquing before they turn in their newsletter at the end of the unit.

Reflect

- Students will reflect using RAFTs where they show specific understanding of what the characters did and why they did it.
- Students will reflect during their performance assessments by writing journal entries and putting themselves into the character's positions.
- Students will have different quizzes that show their knowledge on basic examples and situations from the text set.
- Students will assess themselves during discussions by completing a self-evaluation which the instructor will take into consideration while looking at the final results.
- Students will reflect upon the unit by answering self-knowledge questions.

E – Evaluate

- Were you able to make personal connections with the different characters in the stories as you read them?
- Did you find it difficult to understand the stories because you probably have never been in a situation like this before?
- Did learning about unity change the way you think about how to help others in need?
- What are the different parts of adjustment that we saw in the text set that you can relate to in past experiences?
- What is your greatest accomplishment during this unit?

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| <p>Day 1: Hook and Hold Hook: Students will be required to choose a present-day conflict from the list given at the beginning of the unit. Each conflict listed will come with a youtube video that they will be required to watch. This will grasp student’s attention to start off because it will help them relate the text set to present day situations. Hold: Students will be required to bring in facts and updates on the war going on 2 days a week to class. They will share their facts with the class. By the end of the unit, they will write a newspaper article on the conflict that they chose and share.</p> | <p>Day 2: Interactive Lecture Review World War II and the background of the history. Students will answer essential and subsidiary questions throughout the lecture and look at the war from different perspectives. This will lay a foundation of knowledge for the text set to really be understood. Acquire New Knowledge: Teacher will lecture on different aspects of Hiroshima and The Holocaust and students will take notes on Cornell notes during the lecture. Each student will be engaged in answering the question asked by talking amongst their tables about the answer and sharing as a group after each section of the lecture. Apply/Deepen: Students will create a hypothesis after each question is asked in the section. Students will fill out a cause and effect worksheet for Hiroshima and a story pyramid that goes along with an outside reading on the holocaust. Homework: Students will create a Venn Diagram of victims of WW2 in the Holocaust and Hiroshima and compare similarities and differences through big ideas.</p> | <p>Day 3: Vocab Acquire New Knowledge: Students go through a book from the text set that they are assigned and find words that they “Know”, “Sort of Know”, or “Do not Know”. Vocabulary words are already provided on the word wall in the classroom. The teacher will have the students go through the charts they completed as groups and create definitions and share ideas with one another. The teacher will facilitate by checking to make sure that the students are on the right track and ask questions to help them get to the right definition. In the end, the teacher will go over the vocab words and ask students to draw a picture on the board that relates to the vocab term. Apply/Deepen: The students will take the book from the text set and put vocab terms on sticky notes while reading. After doing so, they will have to arrange the words in order to summarize what the book was about and present it to the class. Homework: Students are reminded to bring in two facts for their Hook & Hold.</p> | <p>Day 4: Unity Acquire New Knowledge: Chunk 1: Students will participate in reciprocal reading. The student that is in charge of summarizing and asking questions will keep a focus on unity. Chunk 2: The students will then fill out a cause and effect worksheet on unity. Apply/Deepen: Students will create a Venn Diagram for a chosen character and then use the Venn Diagram to guide them through a large class discussion on unity. Homework: Students are to complete their RAFT for homework. They have two different assignments to choose from for the RAFT which allows them to look at unity through different perspectives and to show empathy.</p> | <p>Day 5: Unity Acquire New Knowledge: Teacher will go over on the board briefly how to use a “3 Step Process” during a procedural lesson. Students will all summarize the story “Sadako” by using “3 Step Process” afterwards. Apply/Deepen: Students will share their homework from the night before which was a RAFT on unity. Each student will present what perspective they chose and give a detailed description of what they wrote for the RAFT.</p> |
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| <p>Day 6: Grammar - Pronouns Acquire New Knowledge: Students are introduced to pronouns through a PowerPoint and they watch a “grammar rules” video as an anticipatory set. Students take notes on Cornell Notes while the teacher presents the power point. Examples of pronouns found in the text set will be used in the Power Point. Apply/Deepen: Students participate in “Interactive Pictionary”. Students learned about “This and That” and “These and Those”. The interactive pictionary game involves the students listening to the sentence that the teacher says, looking at the drawing the teacher makes, and moving around the classroom to the object the teacher described. An example of this would be “Those chairs have wheels”. Since “Those” is being used, the class will get up and walk to the chairs with wheels that are farthest away from them. Homework: Students are required to chose a book from the text set and find 3 examples of pronouns.</p> | <p>Day 7: Adjustment Acquire New Knowledge: Students fill out a comparison matrix with a main theme of adjustment between the books “Hiroshima No Pika” and “Faithful Elephants”. Apply/Deepen: Students fill out a story map while in groups for either “Hiroshima No Pika” or “Faithful Elephants”. They will flip over their sheet of paper and draw a time of adjustment that they went through in their life so that they can make the personal connection. Homework: Students receive subsidiary questions for adjustment and are required to come the next day with answers for a discussion.</p> | <p>Day 8: Adjustment Acquire New Knowledge: Students will use a story map to summarize a book from the text set that is assigned. Apply/Deepen: Students will participate in a discussion (Academic Prompt, Goals 2 and 6) with which they received questions the night before to prepare. The discussion will eventually lead to the students answering the essential question for adjustment. Homework: Students will be reminded to bring in two facts for their Hook and Hold.</p> | <p>Day 9: Resilience Acquire New Knowledge: Students will be assigned two different stories from the text set where they will fill out a talk to the text for each story. They will do this in groups. The “Words I do not know” section will be replaced with “Examples of resilience”. Apply/Deepen: The students will take the two different texts that they completed “Talk to the text” for and complete a “Bow Tie” worksheet for how resilience in these stories are similar and different.</p> | <p>Day 10: Resilience Acquire New Knowledge: Chunk 1: Students will be put into groups of three where they participate in a Think Aloud for both “Sadako” and “Baseball Saved Us”. Chunk 2: Students will complete a Y-Chart where they compare resilience between these two stories. This will help students map out how resilience occurs so it will be easier to create their timeline. Apply/Deepen: Students will choose a form of resilience that a character in either of these stories shows and use a Venn diagram to help them create a timeline that reflects the character showing resilience and a situation where they personally showed resilience. Homework: Students will have two prompts to chose from that put them in real life situations where they have to write about resilience and how they would show adversity.</p> |
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| <p>Day 11: Metaphor for “Suffering and Sacrifices of War”</p> <p><u>Acquire New Knowledge:</u> The idea of a metaphor to “Suffering and Sacrifices of War” will be introduced to the class. The teacher will go over metaphors and analogies and give an example for students to see. Students will be required to come up with their own metaphor for “Suffering and Sacrifices of war”.</p> <p><u>Apply/Deepen:</u> The class will be divided into four groups that will create a visual and dramatic representation of the metaphor and present it to the class once they are done.</p> | <p>Day 12: Loss</p> <p><u>Acquire New Knowledge:</u> Performance Task for Loss is introduced. Students will have the remaining two nights to work on the assignment and present it on day 15. The teacher will present what a character map looks like and have the students complete one on the board with them. To help students grasp the idea of loss, they will develop a character map on a character that experienced loss in the text set.</p> <p><u>Homework:</u> Students will fill out a story pyramid for the same character they wrote a character map for to dig a little deeper into the character’s situation.</p> | <p>Day 13: Loss</p> <p><u>Apply/Deepen:</u> The students will take the character map that they developed and create a dramatic reading. The students will analyze the character map that they made and develop a paragraph that they believe the character would say reflecting the loss that they have faced during war. The student will then be required to go in front of the class and present their dramatic reading.</p> | <p>Day 14: Work Day</p> <p><u>Acquire New Knowledge:</u> Students will have an opportunity to either work on their performance task or their Newspaper article because they are both going to be presented the next day.</p> <p><u>Apply/Deepen:</u> Students will participate in peer-critiquing each other’s work before they are ready to present the next day.</p> | <p>Day 15: Presentation Day</p> <p><u>Apply/Deepen:</u> Students will present their performance tasks which were their journal entries and explanations. Students will also present their newspaper articles on the current war that they were to research.</p> |
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Suffering and Sacrifices of War

Lesson – Interactive Lecture of World War II

Purpose/Set Students need to have a general understanding of World War II. Our job is to know the basic facts of World War II so that students can have an understanding of the books in the text set. Students will be able to answer questions during the interactive lecture and hypothesize situations during World War II.

Essential Question – How did World War II effect different cultural/ethnic groups?

Subsidiary Questions:

- Why were the Japanese Americans sent to internment camps?
- What were the different effects of bombing?
- What were the different groups persecuted during the holocaust?

Objectives

1. [While listening to the lecture], students will write down notes on a Cornell note sheet that describe what WW2 is and the effects it had on society.
2. [After taking notes on a section], students will be able to create a hypothesis on World War II so they can look at war from different perspectives.
3. [After taking notes], students will complete a cause and effect worksheet on Hiroshima and the aspect of adjustment and loss.
4. [After reading a personal holocaust survivor’s article], the students will fill out a story pyramid that helps lay out and develop an understanding of significant events during a holocaust survivor’s life.

Input [Acquire New Knowledge] Declarative

Chunk 1: Hiroshima: Students will take notes during the interactive lecture on a Cornell note worksheet. Students will be put required to answer the questions during the lecture as a table and present their answer to the class.

Chunk 2: The Holocaust: Students will take notes during the interactive lecture on a Cornell note worksheet. Students will be put required to answer the questions during the lecture as a table and present their answer to the class.

Making Meaning:
Interactive
Strategies

Aspects of the
Topic: Facts, Cause
and Effect

Facets:
Interpretation,
Perspective,
Empathy

Blooms:
Comprehension,
Evaluation

Facilitate: Teacher will provide students with Cornell notes and facts will be displayed on the board and given through the lecture. The teacher will review answers to subsidiary questions that students answer as groups and expand upon their answers.

Input [Apply/Deepen New Knowledge] Declarative

Chunk 1: Hiroshima: Students will move from answering factual questions in groups at their tables to creating a hypothesis based around the question “How do you think the Japanese Americans felt towards the United States government after being sent to internment camps and why?”.

Chunk 2: Students will move from answering factual questions in groups at their tables to creating a hypothesis based around the question “Are there still some slightly lesser examples of discrimination in the world that we live in today whether it is racial, ethnical, cultural, etc...?”. Students will receive a personal article on the Holocaust and create a event/story pyramid while reading it to summarize the article.

Facilitate: The teacher will have the students share their hypothesis through a stand up, sit down activity and clarify any misunderstandings. The teacher will provide a cause and effect worksheet and have a list of cause and effects ready to help students if they are stuck. The teacher will analyze the students works as they fill out the story pyramid and have their own story pyramid filled out to ensure that students are on the right path.

Closure

Students will complete a 3-2-1 on the interactive lecture. They will choose three different facts that they learned about World War II, 2 forms of loss that could have occurred during the war, and one feeling that they believe the victims may have experienced during those times.

Homework/Assignment

Students will create a Venn Diagram of victims of World War II in the Holocaust and victims of Hiroshima. They will consider the four big ideas of the unit which are adjustment, loss, resilience, and unity. This will provide students with an introduction to the four big ideas before the unit officially starts on the text set.



WW2 Throughout The Text Set

INTERACTIVE LECTURE

Essential Question

How did WW2 effect different cultural/ethnic groups?

Subsidiary Questions

- Why were Japanese Americans sent to internment camps?
- What were the different effects of bombing?
- What were the different groups persecuted during the holocaust?

Objectives

1. [While listening to the lecture], students will write down notes on a Cornell note sheet that describe what WW2 is and the effects it had on society.
2. [After taking notes on a section], students will be able to create a hypothesis on World War II so they can look at war from different perspectives.
3. [After taking notes], students will complete a cause and effect worksheet on Hiroshima and the aspect of adjustment and loss.
4. [After reading a personal holocaust survivor's article], the students will fill out a story pyramid that helps lay out and develop an understanding of significant events during a holocaust survivors life.

Chunk 1: Hiroshima

When? :

- ▶ August 6th, 1945 – The first atomic bomb was dropped on 245,000 residents of Hiroshima, Japan.
- ▶ Burns and radiation illness

Why? :

- ▶ Japan sided with Nazi Germany and Fascist Italy during WW2 and the U.S declared war.
- ▶ Bombs were dropped on the cities of Hiroshima and Nagasaki to force the Japanese to surrender during war and it worked.

Hiroshima: Victims

Effects? :


- ▶ Japanese Americans
 - Japanese Americans were relocated into internment camps during the war
- ▶ Citizens in Japan
 - Radiation Injuries (Cancer, Scarring, Lower IQ, Delayed Development, Blindness, Mental Illness)

Hiroshima

- ▶ How did the war with Japan effect Japanese Americans and the citizens of Japan? How did these forms of loss differ and how were they alike?
- ▶ Hypothesis: How do you think the Japanese Americans felt towards the United States government after being sent to internment camps and why?

Exploring Cause and Effect

- ▶ Think about the effects of Hiroshima and how it caused victims of the war to deal with adjustment and loss? What forms of loss occurred? How did people have to adjust and show resilience?
- ▶ Cause and Effect Worksheet

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- ▶ Acquire New Knowledge: Students will take notes on Cornell note sheet during the lecture. Students will answer subsidiary questions provided in the powerpoint at their tables. They will share the answer with the class.
 - ▶ Apply/Deepen: Students will create a hypothesis based around the question “How do you think the Japanese Americans felt towards the United States government after being sent to internment camps and why?”. Students will share their hypothesis with the class. Students will then complete a cause and effect worksheet on Hiroshima which will lead them to explore the big ideas in “Suffering and Sacrifices of War”.

Facilitate

- ▶ Acquire New Knowledge: Teacher will provide students with Cornell notes and facts will be displayed on the board and given through the lecture. The teacher will review answers to subsidiary questions that students answer as groups and expand upon their answers.
- ▶ Apply/Deepen: The teacher will help students to form their hypothesis by having them share their hypothesis through a stand up, sit down activity. The teacher will provide a cause and effect worksheet and have a list of cause and effects ready to help students if they are stuck.

The Holocaust - 1945



- ▶ Background of the Holocaust :
 - Persecution of Jews, Gypsies, the disabled, and many other groups.
 - Sent to concentration camps and murdered by Nazi's across Europe
 - Ended whenever Russian, British and American troops invaded Poland and Germany near the end of WW2.


Questions:

-Who were the different groups persecuted during the holocaust?

Hypothesis: Are there still some slightly lesser examples of discrimination in the world that we live in today whether it is racial, ethnical, cultural, etc....?

Outside Reading

- ▶ Students will read the article that describes Jeannine Burk's experience as a child in the holocaust and create a story pyramid while reading.

- 
- ▶ Acquire New Knowledge: Students will use Cornell notes during the interactive lecture and answer the questions based on facts as a table.
 - ▶ Apply/Deepen: Students will create a hypothesis based around the question “Are there still some slightly lesser examples of discrimination in the world that we live in today whether it is racial, ethincal, cultural, etc...?”. Students will receive an outside reading from a holocaust victim and create a story pyramid.

Facilitate:

- ▶ Acquire New Knowledge: Teacher will provide students with Cornell notes and facts will be displayed on the board and given through the lecture. The teacher will review answers to subsidiary questions that students answer as groups and expand upon their answers.
- ▶ Apply/Deepen: The teacher will have the students share their hypothesis through a stand up, sit down activity and clarify any misunderstandings. The teacher will provide a cause and effect worksheet and have a list of cause and effects ready to help students if they are stuck. The teacher will analyze the students work as they fill out the story pyramid and have their own story pyramid filled out to ensure that students are on the right path.

Suffering and Sacrifices of War

Lesson – Unity

Aspects of the Topic:
Characteristics, Cause
and Effect, Examples,
Relationships

Complex Interactions:
Discussions

Facets: Empathy,
Perspective

RAFT

Bloom's: Analysis,
Comprehension,
Evaluation,
Knowledge

Purpose/Set

We need to understand that during the suffering times of war, people come together to support each other for different reasons. Our job is to examine humans using a sense of unity during troubling times and what examples prove that a sense of unity is powerful throughout the text set. Students will be able to put themselves into the position of someone who helps others or someone who is receiving help during times of trouble.

Essential Question – How does a sense of unity help victims overcome the suffering of war?

Subsidiary Questions:

- What are some examples of people coming together during war?
- How do people put themselves in danger to help others during war?
- What might happen if we showed the same sense of unity that the characters in the story show every day, despite if we are going through hardships or not?

Enduring understanding: During a war, people come together to help each other overcome obstacles.

Anticipatory set: Students will participate in a think, pair, share. They will choose a partner and will be asked to name one example from any of the books in the text set where they saw an example of unity. They will do this to prove that they understand what unity is before moving on with the lesson.

Facilitate: If the examples they give are not correct, the teacher will correct them and give one or two of their own examples before moving on.

Objectives

1. [In groups of 3-4], students will read their text using reciprocal reading and ask each other questions to focus on the main idea of unity.
2. [After reading “_____”,] students will complete [a cause and effect worksheet] that describes how unity is displayed in the text.
3. [Using their Venn diagrams of reasons characters offer help,] students will participate in a class discussion about how a sense of unity helps victims overcome the suffering of war.

Input [Acquire New Knowledge] Declarative

Chunk 1: Students will be split up into 5 different groups and each group will be assigned a different book from the text set. Students will use reciprocal reading in their groups. The student that summarizes and asks questions will make their question focus around a sense of unity.

Facilitate: - Oversee group work and make sure students stay on task

Have one student from each group present one example of unity they found in the text while doing reciprocal reading.

Chunk 2: Students will complete a cause and effect worksheet on their book while they are still in their groups. The students will have to fill in the blank for the effect. The cause and effect will describe what caused a sense of unity and how the unity was displayed.

Facilitate: - One student from each group will stand up and present their answer

Clarify any questions and give feedback/make corrections as needed

Questions: Are there times when people in need ask for help in the story?

What are some examples of generosity and kindness providing hope for a victim of war?

Input [Apply/Deepen New Knowledge] Declarative

1. Students will choose one character from the book that they were assigned to read in the groups
2. Students will list the reasons that the character offered help or a sense of comfort in the story.
3. After listing the reasons, students will pair up with someone who read a different book and complete a Venn diagram on the similarities/differences of the reasons that the characters provided a sense of unity.

Facilitate: Analyze the Venn diagrams created by the students and clarify

Questions: Although suffering occurs during different times and wars, why is there still always a sense of unity that develops?

In what types of ways do the characters offer emotional support for victims?

Extension of Apply/Deepen New Knowledge

Students will have a large class discussion involving every student on how a sense of unity helped victims of war to overcome suffering. Students will answer subsidiary and essential questions for unity. The following subsidiary questions will guide students through the discussion at first: What are some examples of people coming together during war? How do people put themselves in danger to help others during war? What might happen if we showed the same sense of unity that the characters in the story show every day, despite if we are going through hardships or

not? Eventually near the end of the discussion, students will answer the essential question on unity, which is “How does a sense of unity help victims overcome the suffering of war?”. The subsidiary questions will have helped to aid the students to easily answer the essential question.

Facilitate: Teacher will provide subsidiary questions first and once students discuss different answers, they will provide the essential question.

Encourage students to use examples from their cause and effect worksheets and Venn diagrams.

Closure

Students will complete a two-minute write summarizing the basic message of unity that they obtained from the reading, worksheet, Venn diagram, and discussion.

Facilitate: A few students will share their summary with the class.

Homework/Assignment

Students will be assigned one of the two RAFTs to complete and present to the class the next day. The purpose of this assignment is for the students to have an opportunity to look at the situation through two different perspectives.

1. Role- Victim of war that received help from another person
Audience- Family/Future readers
Format- Journal Entry
Topic- How did someone help you during such a hard time and what are some examples of what they did?
2. Role- Someone who gave help and a sense of comfort to a victim of war
Audience- Family/Future readers
Format- Journal Entry
Topic- What are some of the reasons that you helped someone else in a time of need and what are some examples of what you did?

Suffering and Sacrifices of War

Lesson – Reading (Focusing on Adjustment)

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| Aspects of the Topic: Comparisons, Characteristics, Examples Facets: Interpretations, Application Blooms: Application, Knowledge, Comprehension |
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Purpose/Set

We need to understand that during the suffering times of war, adjustment is something that many victims go through in different ways. Our job is to examine adjustment and how it is portrayed in the text. Students will be able to identify physical and emotional adjustment throughout the text set.

Anticipatory Set: Students will participate in a “Think, Pair, Share”. The question asked will be “What are different forms of physical adjustment that can happen when someone loses their home?”.

Essential Question – How do people make adjustments during and after war?

Subsidiary Questions:

- What certain situations can cause people to adjust after war?
- What are examples of emotional and physical adjustments in the text set?
- How can society as a whole help people with adjustment?
- How might we prove/confirm/justify that victims had to adjust their lives during and after the war?
- -When do characters in the stories show adjustment due to the war?

Objectives

1. [Using reciprocal reading], students will read the three books being used during the lesson to ensure that they know how to use the strategy and can properly comprehend the texts.
2. [After reading the texts], the students will create a comparison matrix to look at the similarities and differences between emotional and physical adjustment within the books given to them.
3. [After reading the texts], students will complete a story map on a book that they are assigned to help decipher the aspects of war that led to adjustment.
4. [Once the story map is completed], students will draw a picture of a time in their life where they had to adjust to a situation and participate in a “Stand up, Sit down” to display the comparison between themselves and the character’s situations.

Input [Acquire New Knowledge] Declarative

Chunk 1: Students will read the three books listed below by using reciprocal reading. The teacher will model reciprocal reading beforehand so that students understand the strategy.

Chunk 2: Students will work at tables with three different books from the text sets to fill out a comparison matrix. The overall topic of comparison will be adjustment and they will have to look at the similarities and differences through physical and emotional adjustment. After completing the comparison matrix, each group will share their ideas with the rest of the classroom.

Books: “Baseball Saved Us”, “Hiroshima No Pika”, and “Passage to Freedom”

Facilitate: The teacher will oversee each table as the activity takes place with questions from each book prepared to help if students are stuck. After 15 minutes of work, the teacher will allow each table to share their answers so that they can fill out the comparison matrix on the board to help with understanding.

Questions:

- When the family is forced to leave their home in “Hiroshima No Pika”, what are the next steps they take to survive?
- What are some physical examples of adjustment that are shown in “Baseball Saved Us?”

Input [Apply/Deepen New Knowledge] Declarative

Students will be put into groups of three and create a story map for the book that they are assigned from “Suffering and Sacrifices of War”. The book will either be “Hiroshima No Pika”, “Baseball Saved Us”, or “Passage to Freedom”. The theme will be adjustment and they will list the problem faced, the events that occurred because of this, and the resolution. These different aspects will all tie back to adjustment.

Extension of Apply/Deepen New Knowledge

Once they complete the story map, the students will turn over the map and complete a drawing of a time in their life where they faced emotional or physical adjustment. Once they are done, students will participate in a stand up-sit down where they give a quick presentation to the class of the assignment. The presentation will include a brief explanation of how the adjustment that they illustrated was similar to the adjustments that the characters had to go through.

Facilitate: The teacher will make sure to go over how to fill out the story map before the students start the assignment. The teacher will have a story map for each assigned book prepared in case students are stuck and do not understand how to fill out the worksheet.

Closure

Students will complete a quick write on the general idea of adjustment that was shown in the three books. They should refer to the essential and subsidiary questions on the board to help them summarize the lesson and information that they learned. A few students will share their quick write.

Homework/Assignment

Students will be given 2 or 3 subsidiary questions that have to do with adjustment to prepare for a discussion the next class. Their job is to brainstorm possible answers and come prepared for the discussion which will ultimately lead to the students answering the essential question: "How do people make adjustments during and after war?"

Suffering and Sacrifices of War

Lesson – Resilience

Aspects of the Topic:
Comparisons,
Relationships,
Examples

Facets: Perspective,
Self-Knowledge

Blooms: Application,
Comprehension,
Knowledge

Purpose/Set

We need to understand that during the suffering and sacrifice of war, the characters in the text set show resilience and hope through tragedy. Our job is to examine the different ways in which the characters display resilience and adversity and how these examples are similar and different. Students will be presented with a prompt where they are put into a tough situation, so they can develop empathy for the characters.

Essential Question - How do the characters show resilience whilst suffering?

Subsidiary Questions:

- How does being resilient have a positive outcome during suffering?
- Why do people show hope and become resilient in times of struggle?
- How do the characters in the stories psychically show their resilience?
- How is resilience connected to the suffering that the victims of war endure?

Enduring Understanding: During war, people develop a sense of resilience to help them personally make it through hardships.

Anticipatory Set: Students will complete the K and W part of the KWL chart. They will write what they know about resilience during war and what they want to know.

Objectives

1. [In groups of 3], students will read their two different texts using think aloud and complete a y-chart so they can distinguish how the characters portray resilience.
2. [After reading the two texts], students will create Venn diagram which will help them make a timeline comparison of their own resilience compared to a character in the story to make personal connections with the character and their situation.
3. [Using their knowledge of resilience portrayed through Venn diagrams], students will choose one of two prompts to put themselves into a different perspective on the topic of resilience.

Input [Acquire New Knowledge] Declarative

Chunk 1: Students will be focusing on two books in groups of three. While they read the books, they will be doing a “Think Aloud”. During the “Think Aloud”, they will have two or three subsidiary questions on resilience that they can refer to so they stay focused on the big idea.

Facilitate: The two following questions will be written on the board for reference as students are completing think aloud. As the teacher observes, she will listen for students to be mentioning resilience in the think aloud and use subsidiary questions to help guide them onto the right path if they are not doing so.

Chunk 2: Students will complete a Y-Chart where they will compare resilience within “Baseball Saved Us” and “Sadako”. This will lay out a foundation, so they can use the knowledge they obtained and apply it to the timeline they are creating. Students will list similarities and differences and cross out the differences afterwards.

Facilitate:

Input [Apply/Deepen New Knowledge] Declarative

Students will choose a form of resilience that a character in either “Sadako” or “Baseball Saved Us” experienced due to war and compare it to a memory of themselves being resilient. They will describe what it was like for both the character and themselves during and after the time of resilience. First, they will organize the information using a Venn diagram to show the similarities of their experience with loss and the differences. Once they are done with the diagram, they will use it to create a timeline comparing both situations.

Facilitate: The teacher will demonstrate a timeline on the board for the students to see an example of how it is supposed to look. They will leave the timeline on the board for reference.

Extension of Apply/Deepen New Knowledge

Students are given one of these two prompts in which they would have to be resilient and push through a tough time. Students will brain storm ways in which they could preserve and then participate in a quick write to briefly describe the actions that they would take and how they would show case their resilience.

Prompt 1: You are very stressed out for a test coming up next Friday. There are other obstacles in your way like a paper due and intramural sports after school. How would you show resilience through this time so that you can be successful?

Prompt 2: You just sprained your ankle and have to be on crutches for the next two weeks. You really want to play your next baseball/softball game but you are unable to. What are some ways in which you would show resilience over the next two weeks?

Facilitate: Students will be completing this near the end of the lesson. The teacher will give a few examples for each prompt on how they would show resilience to guide students. For prompt 1, the teacher will give examples like showing proper time management, asking their parents for help, etc. For prompt 2, the teacher will give examples like going to physical therapy, still attending practice so they know what is going on, etc.

Closure

Students will complete the L part of the KWL and summarize what they learned about resilience in general after reading “Baseball Saved Us” and “Sadako”. They will then participate in a “Stand Up, Sit Down” so they can share what they learned with the class. If someone else says the information they have, they sit down so no information is repeated.

Homework/Assignment

Students assignment is to finish the prompts that they were given at the end of the lesson and bring them into class ready to present for the next day.