



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	Modern World History		Grade:	10
	8	Unit Name:	World War II	
Unit Length	Days:15-17		Minutes / Day: 50-55	
Unit Synopsis	This unit analyzes the causes and consequences of World War II.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p> <p>10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p>	<p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>WH 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>10.7.2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p> <p>10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p> <p>10.8.1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p> <p>10.8.2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p> <p>10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p> <p>10.9.1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p>	<p>RW 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text</p> <p>RH 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WH 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

Target ELD Standards	<p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchange.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>
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Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
10.8.3 Analyze Discuss Map Skills	Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	Level 2: Understand	Level 3: Strategic Thinking/ Reasoning
10.8.5 Analyze	Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	Level 2: Understand	Level 4: Extended Thinking

Learning Progressions of Skills and Concepts

Priority History Standard	10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.		
Previous Grade	Current Grade	Next Grade	
(none)	10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	11.7.2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. 11.7.7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	

Priority History Standard	10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	
Previous Grade	Current Grade	Next Grade
(none)	10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans
Literacy Standard		
Previous Grade	Current Grade	Next Grade
	RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
Literacy Standard		
Previous Grade	Current Grade	Next Grade
	WH 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

Essential Questions	Corresponding Big Ideas
<p>10.8.3 How did alliances and events during the war affect the outcome of the war?</p> <p>10.8.5. How did the Nazi policy of pursuing racial purity affect specific groups of individuals as well as impact the outcomes of the war?</p> <p>10.8.3. What are the legacies of World War II on Europe, the U.S., and the rest of the world?</p>	<p>Overall Big Idea: War decisions have implications and consequences on society, politics, economics, and foreign policy.</p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> • Conference • Nuclear • Resolution • Siege 	<ul style="list-style-type: none"> • Holocaust • Occupation • Racial Purity
Resources for Vocabulary Development (Strategies, Routines and Activities)	
See Teacher Toolbox For Resources	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Students will read and analyze four Primary Source documents. Students will answer two selective responses and two constructive responses analyzing political cartoons and quotes.</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers</p>	<p>Test Description: Students will read and analyze Primary Sources and write a short essay answering the prompt. Students will support their thesis using evidence from the documents.</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers</p>
Scoring Guides and Answer Keys	
CFA\CFA Unit 8 Pre Test - Rubrics.pdf	CFA\UPO 8 CFA Post Test-Rubric.docx
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP Accommodations See individual student IEP</p> <p>Modifications See individual student IEP</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Description:</p> <p>Situation World War II has ended and the rebuilding of families, cities, and the political relationships between countries has begun. Your school has decided to create a memorial that commemorates one aspect of the war.</p> <p>Challenge Your job is to work with a team of students to create a memorial that represents an individual, a group of people, a place, or an event which impacted the war.</p> <p>Roles As a team you will research memorials to understand the purpose of individual memorials and what should be included in your memorial. All team members are responsible for the research, design, and presentation phases of this challenge.</p> <p>Audience The memorial you create will focus on honoring people, a group of people, a place, or event with the idea in mind that you are working to help heal your nation and their relationships with other countries after the war.</p> <p>Product/Performance Students will gain an understanding of the components of a war memorial. Students will investigate how public displays like memorials can help honor individuals and groups, heal nations, and improve relationships between nations after wars. Students will create a war memorial to commemorate one event during World War II. War memorials can be hand drawn, computer generated, or 3-dimensional. Students will present their war memorial to the class</p>		<p>Days:4</p> <p>Minutes/Day:55</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Students analyze primary source documents to compare and contrast the London Blitz, the bombing of Dresden, and the Tokyo firebombing.	Days:2 Minutes/Day:55
Task 2:	Holocaust: Deconstructing the Familiar Photo Activity This photo activity has students examine photographs from the Holocaust. By examining the photographs, first without a caption and then with a caption, students see the behaviors of ordinary individuals and think about the pressures and motives that might have shaped the behaviors.	Days: 4-5 Minutes/Day:55
Task 3:	Students will research and select the major dates, people, and events of WWII. Students will create an Annotated Timeline highlighting the major turning points and events of WWII.	Days: 4 Minutes/Day: 55
Task 4:	Students will examine arguments for or against dropping the atomic bomb. They will become experts on their perspective. Students will then get into two large groups and participate in a structured debate answer the question "Was dropping the atomic bomb justified?"	Days: 2 Minutes/Day: 55
Interdisciplinary Connections		
Scoring Rubric		

Authentic Performance Task 1

Task Description	Students analyze primary source documents to compare and contrast the London Blitz, the bombing of Dresden, and the Tokyo firebombing.	Suggested Length	Days: 2 Minutes/Day: 55		
Standards Addressed	Priority Standard(s)				
	10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.				
	Supporting Standard(s)				
	10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan				
	Target ELD Standard(s)				
Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges					
Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.					
Productive #10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology					
Essential Question(s)	<i>10.8.3 How did alliances and events during the war affect the outcome of the war?</i>				
Big Idea(s)	<i>10.8.3 War decisions have implications and consequences on future events.</i>				
Bloom's		DOK		Scoring Rubric	
Level 2: Understand		Level 3: Strategic Thinking/ Reasoning		Task 1\UPO 8.Task 1.Rubric.docx	
Teaching and Learning Sequence	Students will read primary sources on the Blitz, Bombing of Dresden, and Bombing of Tokyo. After examining the documents students will select three passages (or statistics, or images) from each event and complete a dialectical journal.				

Resources and Materials	P:\RCD Rigorous Curriculum Design\HSS\Modern World\Teacher Toolbox\UPO 8\Task 1\UPO 8.Task 1.docx		
	P:\RCD Rigorous Curriculum Design\HSS\Modern World\Teacher Toolbox\UPO 8\Task 1\UPO 8.Task 1.Rubric.docx		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	Reference IEP <i>Accommodations</i> Please refer to individual students IEP <i>Modifications</i> Please refer to individual students IEP	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the Toolbox for differentiation strategies
		Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	
Scoring Rubric	Task 1\UPO 8.Task 1.Rubric.docx		

Authentic Performance Task 2

Task Description	Holocaust: Deconstructing the Familiar Photo Activity This photo activity has students examine photographs from the Holocaust. By examining the photographs, first without a caption and then with a caption, students see the behaviors of ordinary individuals and think about the pressures and motives that might have shaped the behaviors.	Suggested Length	Days:2 Minutes/Day: 55	
Standards Addressed	Priority Standard(s)			
	10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.			
	Supporting Standard(s)			
	10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.			
	Target ELD Standard(s)			
<p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchange.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>				
Essential Question(s)	How did the Nazi policy of pursuing racial purity affect specific groups of individuals as well as impact the outcomes of the war?			
Big Idea(s)	War decisions have implications and consequences on future events.			
Bloom's		DOK		Scoring Rubric
Understand		Extended Thinking		

(Suggested Instructional Strategies and Tasks)**Deconstructing the Familiar: Photo Activity**

Source: United States Holocaust Museum

<http://somewereneighbors.ushmm.org/education/lesson/deconstructing-the-familiar>

Rationale

Looking at the events of the Holocaust through the theme of collaboration and complicity provides educators with a unique understanding of why and how the Holocaust occurred.

Overview

This photo activity has students examine photographs from the Holocaust which may or may not be familiar to them. By examining the photographs, first without a caption and then with a caption, students see the behaviors of ordinary individuals and think about the pressures and motives that might have shaped the behaviors.

Learning Outcomes

1. Nazi leaders needed and found a broad range of helpers.
2. The range of behaviors and actions necessary to carry out the Holocaust is much more extensive than previously realized or understood (genocide doesn't just happen on its own); help ranged from active participation to passive complicity.
3. Seemingly "innocent" actions, professional duties, and other seemingly inconspicuous acts had consequences even if the participants were "just doing their job" or "simply minding their own business."
4. Knowledge of Nazi persecution of Jews was well-known if not always understood throughout Nazi-occupied Europe.

Instructions for Educators

1. Divide the students into groups of two or three.
2. Each group receives a worksheet and one photograph without a caption. (Note, there are seven different photographs. Several of the groups, depending on class size, will be examining the same photograph, but that is not a problem).
3. Students examine the photograph (without the caption) and answer the questions in Section 1 on the worksheet. (5 minutes)
4. When finished, hand out the same photograph to each group but this time with the caption and have the students read the caption and answer the questions in Section 2 on the reverse side of the worksheet. (12–15 minutes)
5. Bring the students back together as one large group. Distribute the photo activity chart to each student.
6. Have each group report out on their photograph with particular emphasis to sharing their answers to the questions in Section 2. As they do, each student should fill in the corresponding boxes on the chart for that particular photograph.
7. Many educators find it helpful to project the photographs on a large screen for all to see since not all of the groups will have seen or examined all the images. View and download the seven photographs from the Image Gallery.
8. When the activity is complete, students will have seven examples of ordinary men and women contributing, in often-times ordinary ways, to Nazi Germany's persecution and eventual annihilation of Europe's Jews. The seven pictures when seen together offer students a unique understanding of how and why the Holocaust occurred.

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Extended or Alternative Activity: Students participate in a write-around of the photographs.

1. Students are put into groups.
2. Teacher gives each group a separate photograph. (Students will be writing in the margins, so teachers need separate copies of the photos for each class. Another idea is to glue the photograph to a larger paper/poster so that additional room is given for writing)
3. Each group looks at and discusses their photograph. The teacher then gives groups one minute to either write a question or a comment in the margins of the photograph.
4. Students are instructed to pass their photograph to another group. Groups are given one minute to discuss the photograph and two minutes to read the other group comment/question and then add their own comment or question to the photograph.
5. Students are instructed to pass their photograph to another group. Groups are given one minute to discuss the photograph and three minutes to read the other group comments/questions and then add their own comment or question to the photograph.
6. Teacher has students continue to pass the photographs around. For each picture students are given one minute to analyze and discuss and then one additional minute to read other student comments/questions and write a response for each photograph they get.

Holocaust Photographs

<..\Teacher Toolbox\UPO 8\holocaust deconstructing-the-familiar-images.pdf>

Holocaust Lesson Chart

<..\Teacher Toolbox\UPO 8\holocaust deconstructing-the-familiar-chart.pdf>

Holocaust Lesson Questions

<..\Teacher Toolbox\UPO 8\holocaust deconstructing-the-familiar-worksheet.pdf>

Holocaust Encyclopedia

<http://www.ushmm.org/learn/holocaust-encyclopedia>

Resources and Materials

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<p>Reference IEP</p> <p><i>Accommodations/Modifications</i></p> <p><i>Please refer to individual student IEP</i></p>	<p>Emerging/Expanding/Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	See various resources in the Toolbox for differentiation strategies

Scoring Rubric

Authentic Performance Task 3

Task Description	Students will research and select the major dates, people, and events of WWII. Students will create an Annotated Timeline highlighting the major turning points and events of WWII.	Suggested Length	Days: 55 Mins/Day: 3
Standards Addressed	Priority Standard(s)		
	10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.		
	Supporting Standard(s)		
	<p>10.8.2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower).</p> <p>10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p>		
	Target ELD Standard(s)		
	<p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>		
Essential Question(s)	<i>How did alliances and events during the war affect the outcome of the war?</i>		
Big Idea(s)	<i>War decisions have implications and consequences on society, politics, economics, and foreign policy.</i>		
Bloom's		DOK	Scoring Rubric
Level 5 Synthesis		Level 3 Strategic Thinking	Task 3\UPO 8.Task 3.Rubric.docx

Teaching and Learning Sequence	<p>(Suggested Instructional Strategies and Tasks)</p> <p>Annotated Timeline</p> <ol style="list-style-type: none"> 1. Teacher will determine how to present content to students (notes, worksheets, videos, etc.) 2. Students will create an annotated timeline about WWII. Follow example of the annotated timeline in the teacher's toolbox. 3. Students must have a minimum of 15 significant events in WWII. 4. Teachers may have students focus on the military, political, social, and/or economic events to include in their annotated timeline. 5. Teachers may choose to give students a specific set of events that they will research and incorporate into their annotated timeline. Or, you can have students select their own events that they believe are the most important to include in their annotated timeline (social, political, economic, intellectual, militarily, etc.). 		
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Task 3\Annotated Timeline.pdf Task 3\Annotated Timeline example.pdf</p>		
Strategies for Differentiation			
See various resources in the Toolbox for differentiation strategies	<p><i>Reference IEP</i> <i>Accommodations</i></p> <p>See various resources in the Toolbox for differentiation strategies</p>	<p>Emerging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	See various resources in the Toolbox for differentiation strategies
	<p><i>Modifications</i></p> <p>See various resources in the Toolbox for differentiation strategies</p>	<p>Expanding</p> <p>See various resources in the Toolbox for differentiation strategies</p>	
		<p>Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	
Scoring Rubric	<p>Task 3\UPO 8.Task 3.Rubric.docx</p>		

Authentic Performance Task 4

Task Description	Students will examine arguments for or against dropping the atomic bomb. They will become experts on their perspective. Students will then get into two large groups and participate in a structured debate answer the question “Was dropping the atomic bomb justified?”	Suggested Length	Days: 2 Minutes/Day: 55
Standards Addressed	Priority Standard(s)		
	10.8.3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.		
	Supporting Standard(s)		
	<p>10.8.6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p> <p>10.9.1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>RH 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>		
	Target ELD Standard(s)		
	<p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchange.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p>		
Essential Question(s)	<i>10.8.3. What are the legacies of World War II on Europe, the U.S., and the rest of the world?</i>		
Big Idea(s)	<i>10.8.3 War decisions have implications and consequences on future events.</i>		
Bloom’s		DOK	Scoring Rubric
Level 4: Analysis		Level 3: Strategic Thinking	Task 4\Atomic Bomb Debate Rubric Option A.pdf

(Suggested Instructional Strategies and Tasks)			
Teaching and Learning Sequence	<p style="text-align: center;">Atomic Bomb Debate Directions</p> <ol style="list-style-type: none"> 1. Divide the class in half and assign one side as team “Supporting the Bomb” and the other team “Against the Bomb.” 2. Within their teams, pair up students and give them one of the arguments supporting or against the bomb. The partners will become experts on this specific argument. 3. Students will read their argument and write a short summary on a separate sheet of paper. <ol style="list-style-type: none"> a. Highlight the main argument with supporting evidence 4. Next, the partners will come together into their larger team and in a round-robin format discuss each argument. 5. After each pairing discusses their argument, the team will rank each argument in order from strongest to weakest. (# them 1st to last) 6. Next, select a team leader to make the opening statement. This will be a quick summary of the overall argument and a stating of the teams strongest argument for or against. 7. Finally, you team needs to come up with 5 questions for the other group that they will ask during the debate. Write out these questions. 8. Atomic Bomb Debate—Follow the Procedures in the teacher’s toolbox and Task 4 folder in the P-Drive. <p>(Teachers can always follow their own format and procedures for a debate or use other options in the teachers’ resources toolbox.)</p>		
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Task 4\Atomic Bomb Debate Directions-Procedures.doc</p> <p>Task 4\Arguments Supporting The Bomb.docx</p> <p>Task 4\Arguments Against The Bomb.docx</p> <p>Task 4\Discussion Debate-Alternative.pdf</p>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<p>Reference IEP</p> <p><i>Accommodation/Modifications</i></p> <p>Please refer to individual student IEP</p>	<p>Emerging/Expanding/Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	See various resources in the toolbox for differentiation strategies
Scoring Rubric	<p>Task 4\Atomic Bomb Debate Rubric Option A.pdf</p> <p>Task 4\Atomic Bomb Debate Rubric Option B.doc</p>		

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Situation

World War II has ended and the rebuilding of families, cities, and the political relationships between countries has begun. Your school has decided to create a memorial that commemorates one aspect of the war.

Challenge

Your job is to work with a team of students to create a memorial that represents an individual, a group of people, a place, or an event which impacted the war.

Roles

As a team you will research memorials to understand the purpose of individual memorials and what should be included in your memorial. All team members are responsible for the research, design, and presentation phases of this challenge.

Audience

The memorial you create will focus on honoring people, a group of people, a place, or event with the idea in mind that you are working to help heal your nation and their relationships with other countries after the war.

Product/Performance

Students will gain an understanding of the components of a war memorial. Students will investigate how public displays like memorials can help honor individuals and groups, heal nations, and improve relationships between nations after wars.

Students will create a war memorial to commemorate one event during World War II. War memorials can be hand drawn, computer generated, or 3-dimensional. Students will present their war memorial to the class

Teacher can review the PowerPoint below with students to give examples of memorials, why they were created, and the vision that went into the creation of each. Memorials include the Vietnam Memorial in Washington, D.C., the Holocaust Memorial in Boston, MA, and the 9/11 Memorial in New York City, NY.

[Engaging Scenario\Memorials PowerPoint.pptx](#)

Teacher can print out and give to students during the planning phase of the War Memorial. This contains questions for team members to discuss and respond to as they make decisions on their project.

[Engaging Scenario\War Memorial Project Research.docx](#)

This is the grading rubric for the project and presentation.

[Engaging Scenario\World War II Memorial Presentation Rubric.xlsx](#)

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	Reference IEP <i>Accommodations</i> Please refer to individual student IEP	Emerging See various resources in the Toolbox for differentiation strategies	See various resources in the Toolbox for differentiation strategies
	<i>Modifications</i> Please refer to individual student IEP	Expanding See various resources in the Toolbox for differentiation strategies	
		Bridging See various resources in the Toolbox for differentiation strategies	

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

		Successes	Challenges
Student Perspective			
Teacher Perspective			