

Title: Cause and Effects of World War II

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Subject Area/ Grade: Social Studies 9/10th grade ICT room

In this one week exercise, students will integrate and evaluate multiple sources of information presented in diverse formats and media in order to explain The Treaty of Versailles and the Neutrality Act and their effect on WWII.

Goals

SWBAT

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve:

- The Treaty of Versailles
- Neutrality Act

SWBAT

Explain The Treaty of Versailles and the Neutrality Act its effect on the war

Content Area and Standards

Common Core

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Activity

Student choice project analyzing cause and effects of WW2

Content/skills, free write for characters, background information

Essential Question

Is war necessary and if so when/why?

What is a world power, what creates one and when is it necessary?

What are the causes and effects of war?

Video project work

The class will be divided into 4 groups of 5 students. We will assign roles for our Newscast report to be done with the Audio Video department. Roles include: News Anchor, field reporter, cameraman, sound/producer, script supervisor/editor. The role will be discussed by the group.

The topic of the newscast will be discussed by the group from a list given in advance. Today's group work will decide what the group will report on, the roles of the different students and brainstorming/organizing how it will be done.

Journals/Letters Home

Project: The WWII Experience

Students will receive a draft notice – to either join the Army, Navy or Marines, or to work in critical war industries (e.g. a soldier in E Company of the 2nd Battalion of the 101st Airborne Division, a sailor on the USS Massachusetts, a female munitions worker, a pilot of the Tuskegee Airmen, etc.). They will prepare a diary assignment where they will trace their war experience by using and applying primary and secondary sources. Students will also present their findings to the class. Teachers will prepare preliminary research for students to utilize, but the students will continue their research in the Library.

Essential Question:

What is a world power, what creates one and when is it necessary?

Is war necessary and if so: when and why?

What are the causes and effects of war?

Joy2Learn Artists /Videos that Support Project

Gregory Hines-Why the Creative Process: Improvography

<https://www.joy2learn.org/dancing/why/the-creative-process/>

Hector Elizondo-Antigone: Words as Symbols

<https://www.joy2learn.org/theater/antigone/inside-hector-s-head/words-as-symbols/>

Hector Elizondo-Cyrano de Bergerac: Importance of Words

<https://www.joy2learn.org/theater/cyrano-de-bergerac/inside-hector-s-head/importance-of-words/>

Art Forms that May Be Included

Student choice:

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Connections to Students Passion Areas and Interests

Based on a unit on WW2 some discussion ideas and/or do now/exit tickets could be: "Have you had any family members that have served in the armed forces? If so, who and when? What was their experience?"

Another idea is a question about playing war games (Call of Duty, etc). How close do students think the experience of playing war and actually being in a war may be? What may be the major differences? Should we play games about war? What are your feelings when you play a war game? After studying the cause and effects of war is this something you will continue to play games of?

Student choice of project directly correlates their individual passion and/or interests

Materials Needed

Handouts, smartboard, video equipment (materials needed will be based on student choice of project)

Collaborators

Students may choose to work with other students on projects with defined roles in place and additional prerequisites to show individual participation

Assessment

Summative: rough drafts, outlines, background information etc

Timeline

This is most likely a week-long project. We will have to allow for additional research time for students to truly understand their characters.

An example of what one day may be like follows.

Do Now 10 min: Essential question discussion/Intro

Mini Lesson 10 minutes: Video viewing and discussion/intro to projects.

Student centered individual group practice 20 minutes: Project time (individual/group)

Exit Ticket 5 min: 3 new facts you learned about your subject today.