

Lesson Plan Outline

Date: 2/16/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: 1930s Culture and Test Review

Objectives:

- Introduce students to 1930s movies
- Introduce students to 1930s music
- Understand major part of the culture during the 1930s

Illinois Learning Standards:

- **14.F.5** Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry
- **18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

Materials:

- Pencil/Pen
- Paper
- CD Player/Speakers
- Projector
- Computer
- *High Hopes* by Frank Sinatra
- *Holiday Inn* (movie)

Preparation:

- Find pictures from 1930s
- Acquire song and movie

Technology used in this lesson:

- Computer
- Speakers
- Projector
- DVD Player

Instructional Plan

Anticipatory Set:

“I think in class today we'll talk about the test, watch movies, listen to music, and look at pictures. Sound good?”

Sequence of Learning Activities:

- Short Lecture
- Movies: (Objective 3)
 1. Why would they all go?
 1. Stress Relief, inexpensive pastime, COOLER AIR
 2. Famous Actors/Actresses:

1. Fred Astaire, Charlie Chaplin, Clark Gable, Marx Brothers, Shirley Temple
2. Show clip from *Holiday Inn* (Objective 1)
3. How different from films today?
 1. “Gee Golly!”, timid violence, always smoking, redemptive qualities, musicals
- Radio (Objective 3)
 1. Lets people hear news FAST → fireside chats
 2. For entertainment people sit in front of radio for hours and listen to favorite programs
 3. Orson Wells
 1. *War of the Worlds* → Opens with newscaster talking about strange things happening on Mars, then goes to dance music. Then meteorites hit the earth, then dance music (makes it seem real-time). Then: “*Ladies and gentlemen, this is the most terrifying thing I have ever witnessed. . . . Wait a minute! Someone's crawling. Someone or . . . something. I can see peering out of that black hole two luminous disks . . . are they eyes? It might be a face. It might be . . . good heavens, something's wriggling out of the shadow like a gray snake. Now it's another one, and another one, and another one. They look like tentacles to me. There, I can see the thing's body. It's large as a bear and it glistens like wet leather. But that face, it . . . ladies and gentlemen, it's indescribable. I can hardly force myself to keep looking at it, it's so awful. The eyes are black and gleam like a serpent. The mouth is kind of V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate*”
 1. People start to freak out and mass panic sets in
 1. Read Newspaper Article
 4. Radio is powerful and everybody listens to it
- Art (Objective 3)
 1. Show pictures from San Francisco's Coit Tower.
 1. Dignity in work, triumph over obstacles, etc...
 2. Also real-life stuff (man getting mugged on the street)
- Music
 1. Listen to Frank Sinatra (“High Hopes”) (Objective 2)
 2. How impact the listener?
 1. Encouraging, upbeat, positive
- Books (Objective 3)
 1. Talked about real-life stuff
 1. *Grapes of Wrath* all about the Depression and Okies, even though it's written during the Depression and people know about it.
- Test Review
- Go through test and give general questions, let them find answers

Differentiation (if applicable):

- Music → Musical Learners
- Art Pictures → Visual Learners
- Movie Clip → Visual Learners
- Notes → Linguistic Learners

Closure:

“Study for your test tomorrow! Your section notes will also be due before the test. Make sure you have them with you!”

Modifications:

- Rephrase test questions for SPED learners

Assignment:

- Study for test
- Finish notes

Lesson Plan Outline

Date: 2/12/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: Effects of the New Deal

Objectives:

- Understand labor unions and the role of women
- Research and relate to at least one person in the 1930s

Illinois Learning Standards:

- **14.D.5** Interpret a variety of public policies and issues from the perspectives of different individuals and groups.
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry

Materials:

- Paper
- Pencil/Pen
- New Deal Pictures (supplemental)

Preparation:

- Compile pictures

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

“We learned about the New Deal yesterday, but this deal had some serious effects”

Sequence of Learning Activities:

- Short Lecture
- Role of Women (Objective 1)
 1. How different? JOBS OUTSIDE OF HOME!
 2. How men feel about it? Angry
- Eleanor Roosevelt's roles (Objective 2)
 1. Very well-known
 2. Advocated for equality
 1. Marian Anderson (Black lady) wanted to sing at “Ladies of the Revolution”
 1. Wouldn't let her once they found out she was black
 2. Roosevelt was part of the group → quit when she found out
 3. Let her sing at Lincoln Memorial
 3. Reached people that President sometimes couldn't → joint effort
- Labor Unions (Objective 1)
 1. Groups of people w/in a trade that work for rights in the workplace
 2. “Power in Numbers” → If enough people act, good things will happen
 3. Became very popular → sometimes *extremely* outspoken
 1. Sit-ins, Strikes, Picket Lines, etc...
 4. Memorial Day Massacre (1937)

1. Chicago → Steelworkers on strike, police attacked them.
 2. Ten killed, 84 wounded (SHOW PICTURES!!)
- Many influential people, but I can't explain all of them
 - Explain that they will write a letter to one of these people as if they were in the 1930s
 1. Make sure all are covered (Objective 2)
 - List of People to write letters to:
 1. Union Leaders
 2. Frances Perkins
 3. Mary McLeod Bethune
 4. Predro Gonzalez
 5. Franklin Delano Roosevelt
 6. John Collier
 7. Eleanor Roosevelt
 - Give time to research people in chapter, and write letter
 - Give extra credit for people that read them aloud
 1. Expand if necessary

Differentiation (if applicable):

- N/A

Closure:

“There were many people and organizations that were influential in the inter-workings in the New Deal.”

Modifications:

- Writing Letters → Intrapersonal
- Taking Notes → Auditory
- Reading Letters → Linguistic

Assignment:

- Read Chapter 23, Section 4
- Work on Section Notes

Lesson Plan Outline

Date: 1/26/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: World War I

Objectives:

- Differentiate between Imperialistic, Nationalistic, Political, and Militaristic causes of WWI.
- Identify countries in the Triple Alliance and Triple Entente.
- Identify reasons why America went to war in Europe.

Illinois Learning Standards:

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry
- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

Materials:

- ELMO/Projector
- Web Handout
- Pencils/Pens
- Textbook
- Song: “Over There” (Optional)

Preparation:

- Photocopy Web Handout
- Acquire song “Over There”
- Find lyrics to “Over There”
- Find picture of Archduke Franz Ferdinand

Technology used in this lesson:

- ELMO
- Projector

Instructional Plan

Anticipatory Set: “Who can tell me who this man is? (Archduke Franz Ferdinand) Many people say that it was because of him that the first World War started. However, there were a lot of other factors that people don't realize had an equal impact on the war.”

Sequence of Learning Activities:

- Put picture of Archduke on the projector.
- Pass out Web Handout
- Put one copy for me under the ELMO and write along with them.
- Ask students what led up to WWI based on their readings (Objective 1):
 1. Nationalism: What is Nationalism? Desire of ethnic groups for freedom and self-determination within their own homeland.

1. "Hawaii for the Hawaiians"
2. Growing notion throughout Europe.
2. Imperialism: Want more power.
 1. Major countries always want what? MORE!
 2. Our way is right, we need to "help" others.
 3. Britain, US, Russia, etc...
3. Military: What is it? Using the military to implement what a particular country wants
 1. Militaries grow larger to defend their land and getting ready to expand outward.
4. Alliance System: BALANCE OF POWER!
 1. Didn't want one power to become more powerful than the other
 1. Should have been a deterrent to war.
 2. Alliances: (Objective 2)
 1. Triple Entente: Russia, France, Great Britain.
 2. Triple Alliance: Germany, Austria/Hungary, Italy.
 3. Germany began growing larger and larger → unbalances the power.
5. The final straw
 1. Assassination of Austrian Archduke Franz Ferdinand and his wife in Sarajevo. June 1914.
 2. July 28- Austria declares war on Serbia.
 1. Alliance System made other major powers enter battle.
6. Germany wanted to take out France quickly (Schlieffen Plan)
 1. What is the most direct route from Berlin to Paris?
 2. Belgium (neutral country) was attacked → broke international law.
 3. US still doesn't go. Why? Wanted to be neutral!
- US Gets involved (Objective 3)
 1. Zimmerman Telegram (Map in the back)
 1. Germany tries to convince Mexico to invade America from the south
 2. Germany, once they took America, would return land lost in the Mexican-American War
 3. Split American military → makes it weak.
 4. Angered Americans, but not enough to go to war.
 2. Event that sparked our involvement
 1. Sinking of the Lusitania by German U-Boat
 2. 1200 men and women killed → 124 were Americans.
 1. Pretty much the same as the USS Maine in Spanish-American War.
 3. Germans said Lusitania was transporting weapons to Britain
 1. It probably was, but Americans are still angry.
- (If there is still time) Song "Over There"
 1. Primary Source
 1. "Do you know what a primary source/document is?"
 2. Put lyrics on the projector
 3. Play the song
 4. How would this effect American mentality toward the war?
 5. Would it be very effective?

Closure: “There was not just one thing that sparked WWI, even though many say it was just the assassination of the Archduke (even though it was very important). Many other factors came into play, which when combined, began the 'war to end all wars!'.”

Assignment:

- Read Chapter 19, Section 2.
- Study for the Quiz tomorrow!

Lesson Plan Outline

Date: 1/27/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWI

Objectives:

- Demonstrate knowledge of Section 1.
- Understand proper researching techniques.

Illinois Learning Standards:

- **5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.

Materials:

- Quiz
- Pencils/Paper
- Alternative Assessment List
- Box

Preparation:

- Photocopy Quiz
- Photocopy Alternative Assessment List

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set: "I'm going to give you a couple of minutes to study your notes briefly before I hand out the quiz."

Sequence of Learning Activities:

- Give some time to study
- Take Quiz (Objective 1)
- Pass papers to person behind when everyone is finished
- Correct Quiz
- Send to front and collect
- Introduce Alternative Assessment
 1. Pass out sheet with options
 2. Give them time to decide what they want
 3. Write top three on piece of paper
 4. Place sheet in a box
 5. Pick randomly and assign each student a topic
- Explain researching techniques (Objective 2)
 1. NO WIKIPEDIA!
 2. Internet
 3. Citations
 1. Plagiarism
 2. In-text/Bibliography

Closure: “Don't wait to start on this project. Work on it throughout the course of this chapter and it will be *much* easier!”

Modifications:

- Read the list aloud and explain some of them for some of the auditory learners
- Hand out the list and let them read it for the visual learners

Assignment:

- Read Section 2
- Work on Chapter 19 Notes

Lesson Plan Outline

Date: 2/4/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: Causes of the Great Depression

Objectives:

- Identify causes of the Great Depression
- Analyze graphs depicting the business and bank failures.

Illinois Learning Standards:

- **15.C.5b** Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

Materials:

- Textbook
- Pencil/Paper
- ELMO/Projector

Preparation:

- Pass out worksheet for them to take home to guide their notes.

Technology used in this lesson:

- ELMO
- Projector

Instructional Plan

Anticipatory Set:

"Who likes money?! Who has a hard time keeping it in their pocket? I know I do, and right after WWI, a lot of Americans did as well."

Sequence of Learning Activities:

- JIGSAW!
- Explain the lesson
- Break students into four groups
- Assign each group one of the causes of the Great Depression
 - Tariffs and War Debt policies that hindered trade
 - Crisis in the farm sector
 - Available credit
 - Unequal distribution of income
- Give time for each group to intensively study their topic
- Questions they should consider:
 - What was it?
 - Why was it important?
 - Could it have been avoided?

- How important was it in starting the GD?
- Did it help anybody?
- Have the first group disperse to each other group and explain their topic. (Objective 1)
 - Other groups need to write the information down
 - Other groups should ask at least two questions.
- Repeat step 7 until every group has presented.
- Bring everybody together for short lecture
- Put Bank graphs on the ELMO. (Objective 2)
 - Have students explain them.

Differentiation (if applicable):

- Place some students with disabilities in groups with students that are willing to help.
- Allow extra time for students with disabilities to prepare what they want to say.

Closure: "American's spending really got them into some trouble, and tomorrow we'll look at exactly what came about from this crisis."

Modifications:

- Students that learn best by writing, talking, listening, and reading can all excel with this lesson.

Assignment:

- Read 22:2
- Work on Section Notes.

Lesson Plan Outline

Date: 2/5/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: Great Depression- Section 2

Objectives:

- Formulate an argument concerning the advantages/disadvantages of living in rural/urban areas.
- Defend their argument.

Illinois Learning Standards:

- **14.D.5** Interpret a variety of public policies and issues from the perspectives of different individuals and groups.
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).
- **18.B.5** Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.

Materials:

- Pen/paper
- Timer
- Gavel?

Preparation:

- Get timer from home or watch

Technology used in this lesson:

- Timer

Instructional Plan

Anticipatory Set:

“How many of you argue with your siblings? We're going to do something like that today, only a little more structured.”

Sequence of Learning Activities:

- Debate
- “Who was hit harder by the Depression: Rural or Urban areas?”
- Explain what we are going to do
 1. I'll split the room, then give you time to formulate an argument
 2. You may only speak *one time!*
 1. No more than 1.5 minutes
 2. Argument → Counter-argument → Clarification.
 3. Everybody needs to get involved.
 4. Whoever has the most convincing argument will get a prize.
- Break students into two groups down the middle.
- Give time to read their books and figure out who says what. (Objective 1)
- Start with Urban (Objective 2)
 1. Rural can counter the argument

2. Urban can clarify (30 seconds)

- Switch
- Determine whose was more convincing and give them jolly-ranchers.

Differentiation:

- Formulating an argument →
- Defending an argument →

Closure: “You all did a great job, and I think you all deserve to get the prize!”

Modifications:

- Place students with special needs in groups that can help them.

Assignment:

- Read Chapter 22, Section 3.
- Work on Section 3 Worksheet.

Lesson Plan Outline

Date: 2/8/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 1.5 Class Periods

Preliminary Planning

Topic/Focus: Great Depression- Section 3

Objectives:

- Analyze two primary documents
- Formulate a statement from one writer to the other.

Illinois Learning Standards:

- **14.D.5** Interpret a variety of public policies and issues from the perspectives of different individuals and groups.
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry.

Materials:

- Primary documents
 - Business Leader Henry Ford Advocates Self-Help, 1932
 - *The Nation* Asks, "Is it to be Murder, Mr. Hoover?", 1932
- Pencils/Paper

Preparation:

- Make copies of primary documents

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

Sequence of Learning Activities:

- Explain activity
 1. Students will read both documents and annotate them
 2. They will write a letter from either *The Nation* to Henry Ford, or vice-versa, stating their opinion.
- Pass out copies of the documents to the students
- Read the first couple of paragraphs aloud to get them used to the language
- Have them analyze the documents (Objective 1)
- Write a letter (at least one page) from one to the other expressing their views (Objective 2)
- They will have class time to work on it Tuesday
- Extra Credit will be given to students who read them aloud.

Differentiation (if applicable):

- Writing a letter as if they are the person in the primary document → interpersonal
- Reading the letter aloud → auditory/visual

Closure:

“Work on these tonight, and if you want to read them tomorrow, I will give you some extra credit.”

Modifications:

- Papers for special education students can be shorter, and I will walk around and help them.

Assignment:

- Work on paper
- Get ready for the test on Wednesday.

Lesson Plan Outline

Date: 2/11/2010 Grade level: H.S. Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: 1st and 2nd New Deals

Objectives:

- Understand the major ideas of the New Deal, Fireside Chats, and the TVA
- Portray the major concepts of a topic via a political cartoon

Illinois Learning Standards:

- **16.E.5a (US)** Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.
- **18.B.5** Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.

Materials:

- Pencil/pen
- Paper
- Colored pencils/markers

Preparation:

- Get example of political cartoon

Technology used in this lesson:

- Computer/Projector

Instructional Plan

Anticipatory Set:

“We have a lot to do today, so gear up!”

Sequence of Learning Activities:

- Have students get out a piece of paper and a pen
- Short Lecture
- New Deal (Objective 1)
 1. Set up by Roosevelt as a way to end the Depression
 2. What was it?
 1. Bills that put Americans to work
 2. Let them work to get paid
 1. Kept their dignity in tact
 3. Also called the “Hundred Days” because over about 100 days, Roosevelt passed 15 acts of legislation
- “Fireside Chats” (Objective 1)
 1. Roosevelt told the American people the news over the radio
 2. Radio was HUGE at this time (People would gather around and sit/listen for hours)
 3. What would this do for Americans? (Remember they are in a Depression, and last president (Hoover) sucked)
 1. Restores confidence!
- Tennessee Valley Authority (Objective 1)

1. Built dams and power plants along the Tennessee River
 2. Established flood and navigation control
 3. Conservation of natural resources
 4. Generate electricity
 5. Develop agriculture and industries
 6. Why would this be important during this time?
 1. Creates LOTS of jobs
 1. Dams, encourages/helps farming
 2. How harmful?
 1. Destroys homes b/c of dams
- Explain parts of a political cartoon
 1. Show examples
 - Have students choose one topic for political cartoon
 - List of topics for political cartoons:
 1. AAA/Soil Conservation and Domestic Allotment Act
 2. CCC
 3. Huey Long
 4. Social Security Act
 5. WPA
 6. NYA
 7. Wagner Act
 8. President Roosevelt
 - Raise hands to make sure they are all covered
 - Give time to make political cartoon (or propaganda poster if they want) (Objective 2)
 - Extra credit if they present

Differentiation (if applicable):

- Propaganda poster if they are struggling with finding controversial topics

Closure:

“Awesome cartoons! I really think you're getting the hang of it!”

Modifications:

- Creating/drawing political cartoon → Artistic/Visual learners
- Notes → Linguistic learners

Assignment:

- Read Sections 3 & 5
- Work on Notes

Lesson Plan Outline

Date: 2/18/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Objectives:

- Locate countries in Europe
- Identify Axis, Allied, and Neutral countries

Illinois Learning Standards :

- **17.C.5c** Describe geographic factors that affect cooperation and conflict among societies.

Materials:

- Printer Paper
- Colored pencils
- Markers
- Books w/ maps
- Pencils/pens

Preparation:

- Gather materials

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

"I know this is US History, but we're going to look at Europe for a bit today"

Sequence of Learning Activities:

- Hand out printer paper
- Explain that students will be drawing a map of Europe
 1. US History, but we deal a lot with Europe and need to know where countries are that we're talking about
- Draw maps on blank paper (Objective 1)
- Map needs to be colored (Axis one color, Allies one color, neutral one color)(Objective 2)
 1. Label countries, rivers, borders, etc...
- Look at maps in the book
 1. Why are they like this? Do the areas have anything to do with their affiliation?
- Not judged on artistic ability
- Walk around the class and make sure they are working
 1. Answer questions/provide guidance

Differentiation (if applicable):

- Drawing maps -> Visual Learners

Closure:

"You'll want to remember this as we work through WWII."

Modifications:

- Help students with disabilities draw the maps
- Have an outline of Europe and students draw the countries inside

Assignment:

- Read Chapter 25, Sections 1-2
- Finish maps

Lesson Plan Outline

Date: 2/19/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Objectives:

- Identify Joseph Stalin and what he did
- Identify Benito Mussolini and what he did
- Identify Adolf Hitler and what he did
- Identify Hideki Tojo and what he did
- Analyze and describe a political cartoon

Illinois Learning Standards:

- **14.B.5** Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
- **16.B.5a (US)** Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time

Materials:

- Pencil/Pen
- Paper
- Powerpoint

Preparation:

- Create powerpoint

Technology used in this lesson:

- Computer/projector
- Powerpoint

Instructional Plan

Anticipatory Set:

"There were many leaders in WWII, and today we're going to briefly take a look at who they were and why they were important."

Sequence of Learning Activities:

- Put powerpoint on projector
- Go through dictators individually
- Joseph Stalin (Objective 1)
 1. From the Soviet Union (Russia)
 2. What is Communism?
 3. All property is owned by the state, and money is given out as it is needed
 1. Should create equality, but leaders are often corrupt
 2. "All animals are equal, but some animals are more equal than others." ~Animal Farm, George Orwell
 4. Removed challengers to his rule by forcing them to plead guilty to made-up charges
 5. "Five-year Plans"
 1. Focused on increasing production of goods (coal, steel, etc...)

2. If you did not produce enough, you were publicly humiliated
 1. Sometimes charged with trying to sabotage the Five Year Plan and could be shot or put into forced labor camps.
- Benito Mussolini (Objective 2)
 1. From Italy
 2. Got power by provoking fear
 1. Got support from the people by leaving the socialist party
 1. Farmers, industry, military, church
 2. Made up the majority of the population
 3. Created a fascist government
 1. Belief in the supremacy of one nationalistic or ethnic group, contempt for democracy, and a single authoritarian ruler
 2. State is placed above individuals
 4. Made Italy a totalitarian state
 5. Why join WWII?
 1. Thought Hitler would redraw map of Europe w/o him
 2. Even though lacked support, industry, and modern armies, he went to war
 - Adolf Hitler (Objective 3)
 1. Wanted to be an artist growing up, but dad told him no
 2. WWI Soldier -> jobless after the war
 3. Advanced in Nazi party b/c he was a good public speaker
 4. Wanted to unite *all* Germanic people, regardless of what countries they lived in now
 5. Also wanted racial "purification"
 1. Master race -> blond haired, blue eyed "Aryans"
 2. Inferior Races -> Jews Slavs, non-whites
 6. Germany needed *Lebensraum* (living space)
 1. The only way for Germany to continue to thrive is to expand
 7. Nazi popularity grew, became the largest in Germany
 8. Hitler was named chancellor/Prime Minister
 1. Disbanded democratic system immediately
 2. Created the *Third Reich* (Third German Empire)
 - Hideki Tojo (Objective 4)
 1. Japan
 2. Chief of Staff of Japan's Kwantung Army
 1. Later Japan's Prime Minister
 3. Wanted to expand into more of Asia to conquer colonies -> China, Manchuria, French Indochina, etc...
 - Political Cartoon (p. 757)
 - Get out a piece of paper and explain the cartoon (Objective 5)
 1. Who is in it?
 2. What are they doing?
 3. Why is it important?
 4. Is it a positive view of them, or negative?
 - At the bottom, create a cartoon that shows them in a positive aspect (from Germany's, Italy's, and Japan's points of view).

Differentiation (if applicable):

- Listening to information -> auditory
- Writing information -> linguistic
- Analyzing a political cartoon -> Intrapersonal
- Creating a political cartoon -? artistic

Closure:

"These men led the war against Europe and America, and as we go into the Holocaust on Monday, we'll see just what they were capable of doing."

Modifications:

- Give pre-written notes to students with disabilities

Assignment:

- Read Chapter 24, Section 3
- Work on notes/worksheet

Lesson Plan Outline

Date: 2/22/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII (Holocaust)

Objectives:

- Identify aspects of the "Final Solution"
- Identify major parts of the concentration camps
- Relate to a Jewish survivor

Illinois Learning Standards :

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.
- **18.A.5** Compare ways in which social systems are affected by political, environmental, economic and technological changes.

Materials:

- Pencil/Pen
- Paper
- *Night* excerpt

Preparation:

- Make copies of *Night*

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

"The Holocaust was a terrible time in history, and we are going to look at several major parts that made this time so awful."

Sequence of Learning Activities:

- Lecture
- "Final Solution" (Objective 1)
 1. Genocide aimed at Jews, Gypsies, Freemasons, Jehovah's Witnesses, homosexuals, mentally handicapped, mentally ill, physically disabled, and the incurably ill
 2. Cleansing of everyone but the "master race"
 1. Blond-haired, blue-eyed Aryans (original Germans).
 3. Aimed mostly at the Jews -> blamed for Germany's loss in WWI and economic problems
 4. *Kristallnacht*: "Night of Broken Glass"
 1. Nazis attack Jewish stores, homes, and synagogues across Germany
 2. 100 Jews killed, hundreds injured, 30,000 arrested, and hundreds of synagogues were burned
 1. Nazis blamed Jews for the destruction
 5. Forced to relocate to ghettos

- 1. Meant segregated Jewish area
- Concentration Camps (Objective 2)
 1. Six death camps in Poland alone
 2. Forced to work until they died
 1. Too weak to work, they were killed
 2. Starvation, shooting, and gas chambers
 1. Gas chambers killed as many as 12,000 people per day
 2. People thought they were taking a shower -> even gave them soap
 3. Doctors
 1. Performed medical experiments on the prisoners
 1. Removed limbs and skin
 2. Injected germs to see how quickly disease killed
- *Night* excerpt (Objective 3)
 1. Read the excerpt
 2. Write a reflection on excerpt
 1. What went through your mind? Could you have survived? How would people survive? Do you think people would stick together, or look out only for themselves?

Differentiation (if applicable):

- Lecture -> Auditory learners
- Read excerpt -> Linguistic learners

Closure:

"This was a terrible time in history, but it got better once the Allies invaded Germany, which we will look at tomorrow."

Modifications:

- Give a copy of the notes to students with special needs

Assignment:

- Read Chapter 24, Section 4
- Work on Chapter 24 notes/worksheet

Lesson Plan Outline

Date: 2/23/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: Pearl Harbor and Test Review

Objectives:

- Identify major causes of US involvement in WWII
- Recognize major events that initiated the attack on Pearl Harbor

Illinois Learning Standards :

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry
- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

Materials:

- Pencil/Pen
- Paper
- Test

Preparation:

- Create Test

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

"We're looking at the final causes of US involvement in WWII, then we'll go into some test review. The harder you work now, the easier it will be later."

Sequence of Learning Activities:

- Lecture
- Moving toward war (Objective 1)
 1. No longer neutral country
 2. Lend-Lease Act
 1. Lend arms and other materials to countries "whose defense was vital to the United States"
 2. Gave guns, ammunition, even battleships to Brits and French
 3. Provided US warships to ensure safety of goods transported
 1. Attacked by "Wolf Packs"
 1. Groups of German U-Boats that attacked merchant ships
 2. Coordinated attacks using subs, planes, and radios
 2. Brits couldn't protect convoys, so US helped
 1. Moves closer to war
 4. Atlantic Charter
 1. Between Churchill and Roosevelt

2. Not declare war, but an arrangement
 1. Collective security, disarmament, self-determination, economic cooperation, and freedom of the seas.
- Japan (Objective 2)
 1. Led by Hideki Tojo
 1. Nazi supporter
 2. Wanted to expand influence over more of Asia
 3. US cut off trade with them
 1. If didn't get oil from US, Japs could lose war without us killing anyone
 2. Had peace talks with the US (more of a bluff than anything)
 1. Went for a month, then suddenly ended on December 6th, 1941
 3. Sunday, December 7th, 1941, Pearl Harbor attacked
 1. Over 180 warplanes from six aircraft carriers
 2. US carriers weren't in harbor, luckily
 3. 2403 Americans killed, 1,178 wounded
 1. Sank/damaged 21 ships (8 were battleships)
 2. 300 aircraft destroyed or damaged
 3. By the end of WWII, all but three were fully operational again
- Test Review
 1. Go over test questions
 2. Give time to find the answers

Differentiation (if applicable):

- Lecture -> Auditory learners

Closure:

"Study for the test tomorrow! I've pretty much given you all of the questions and answers. It's up to you now to study the notes!"

Modifications:

- Give a copy of the questions to students with disabilities

Assignment:

- Study for the test!

Lesson Plan Outline

Date: 2/25/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Objectives:

- Understand critical events surrounding WWII

Illinois Learning Standards :

- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

Materials:

- Magazines
- Newspapers
- Scissors
- Computer paper
- Glue
- Pencil/pen

Preparation:

- Gather materials
- Write the list on the board

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

"This is going to be a work day as long as you stay on task."

Sequence of Learning Activities:

- Explain Project
 1. Making a collage
 2. Magazines in the back
 3. Pick one topic from the list and make a collage explaining what it is
 4. On the back of the paper, write how your collage represents your topic/why important
 5. Present them tomorrow!
- List: (Objective 2)
 1. Civil Rights
 2. Industries
 3. Women at Work
 4. Manhattan Project (a little harder, but graded easier!)
 5. Rationing (show what was rationed/why)
 6. D-Day (what was used? Graded a little easier)
- Give time in class to work on projects
- Walk around and answer questions/help

Differentiation (if applicable):

- Pictures -> Visual Learners
- Write-up of topic -> Linguistic Learners

Closure:

"If you are not done, take it home for homework and we will present them next class."

Modifications:

- Help find pictures for students with disabilities

Assignment:

- Read Sections 1-2 (if not already done)
- Finish collage

Lesson Plan Outline

Date: 3/2/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Objectives:

- Understand major events from WWII

Illinois Learning Standards:

- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

Materials:

- DVD Player
- Projector
- *Century of Warfare* DVD

Preparation:

- Set up DVD Player/Projector
- Bring DVD

Technology used in this lesson:

- DVD Player
- Projector

Instructional Plan

Anticipatory Set:

"You guys have been working very hard, so I thought we'd watch a movie today."

Sequence of Learning Activities:

- Explain that the students need to take at least 20 notes
- They will turn in their notes at the end of the movie
- Start playing the DVD
 1. Ensure students are working and paying attention during the movie
- Collect notes at the end of the class

Differentiation (if applicable):

- N/A

Closure:

"Anything from this DVD can be on the test. Make sure to continue studying and writing your notes."

Modifications:

- Movie -> Visual Learners

Assignment:

- Finish Readings

Lesson Plan Outline

Date: 3/3/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Objectives:

- Understand importance of the Code Talkers
- Understand implications of the Manhattan Project

Illinois Learning Standards :

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.
- **16.B.5b (W)** Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.

Materials:

- Paper
- Pencil/pen
- Movie *Windtalkers*
- Movie *Century of Warfare*

Preparation:

- Gather materials

Technology used in this lesson:

- DVD Player
- Projector

Instructional Plan

Anticipatory Set:

"We're going to finish up the movie today. Make sure you have at least 20 notes!"

Sequence of Learning Activities:

- Finish *Century of Warfare* DVD
- Collect 20 Movie Notes
 1. Any questions about the movie?
- Short Lecture
- Movie didn't talk about Code Talkers (Objective 1)
 1. Navajo and Comanche Indians
 2. Used their native language and made that into code
 3. Known by Germans as Wind Talkers b/c that's noise they made
 1. Show clip from *Windtalkers* where they are describing code
 4. Only code never broken
 1. Had to protect the code
 2. Sometimes killed the code talker to keep them from falling into enemy hands
- Manhattan Project (Objective 2)

1. Scientists that built the atomic bomb
 2. Already working on it before Truman became President
 3. August 6, 1945, dropped "Little Boy" on Hiroshima
 4. August 9, 1945, dropped "Fat Man" on Nagasaki after Japs wouldn't surrender
 1. Didn't tell pilots what they were doing
 2. Had to bank planes to get as much speed as possible, otherwise wouldn't outrun the blast.
- (If time)
 - Journal -> Should we have dropped the bomb?

Differentiation (if applicable):

- Movie -> Visual Learners
- Lecture -> Linguistic Learners

Closure:

"Make sure you finish your notes for this section and read Section 4 for tomorrow!"

Modifications:

- Pull out important information for students with disabilities.

Assignment:

- Read Chapter 25, Section 4

Lesson Plan Outline

Date: 2/20/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Objectives:

- Identify at least five similarities and differences between Nazi concentration camps and American internment camps.

Illinois Learning Standards :

- **16.A.5a** Analyze historical and contemporary developments using methods of historical inquiry
- **16.B.5a (W)** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

Materials:

- Empty Ven Diagrams
- Pencil/Pen
- Paper
- Primary documents

Preparation:

- Gather materials
- Make copies of empty Ven Diagram sheets
- Make copies of documents

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

"We're going to work on a project for the first part of the class that will be due before you leave, then I'll tell you what's going to be on the test if you work hard."

Sequence of Learning Activities:

- Explain the activity
 - Read articles
 - Create Ven Diagrams of Japanese internment camps and Nazi concentration camps
- Pass out Japanese primary source
- Have them get out their *Night* excerpt from a few days before
 - Have extras on hand in case they don't have theirs
- Pass out Ven Diagram sheet
- Have them read the articles, then write at least five differences/similarities between Nazi and American camps
- They will be due at the end of the period
- Wait for half the period, then have them stop
- Go over the test tomorrow

- Answer questions about the test
- Give time to work on finding the answers/finish Ven Diagram

Differentiation (if applicable):

- Writing -> Linguistic
- Finding Differences -> Intrapersonal

Closure:

"Study for the test tomorrow!"

Modifications:

- Work closely with students that have disabilities
 - Help answer questions/lead them to answers.

Assignment:

- Finish Chapter Notes
- Study for Chapter 25 Test

Lesson Plan Outline

Date: 3/16/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: WWII

Materials:

- Pencils/pens
- Paper
- Guiding Worksheet (Outline with blanks)

Instructional Plan

Sequence of Learning Activities:

- Pass out Worksheet to guide lecture notes
- Lecture
- What was the Cold War?
 - What made it "cold"?
 - Fighting over *spheres of influence*
 - Used the UN to try and sway countries toward their cause
 - Meant for peace, but didn't really happen
 - Soviets want countries to be communist, US wants democracy
- USSR used to be allies with US, but both became suspicious of each other
 - USSR angry because US kept atom bomb a secret
 - US angry because USSR was allied with Germany and only stopped when attacked
- Tensions really started to rise
 - US and USSR tried to negotiate terms to avoid war
 - USSR was supposed to allow free elections -> Did not happen, and wouldn't
 - USSR started controlling "satellite nations" and made them communist (sometimes against their will)
 - Buffer countries to protect USSR from being attacked b/c have to go through other countries first
 - US takes a policy of containment
 - What is containment?
 - Working to keep communist country's spheres of influence contained to their own
 - Can't allow them to expand to other free countries
- Really only two powers in the world: Democratic and Communist
 - Made the "Iron Curtain" -> Division of Europe between the two views
- Turkey and Greece attacked and USSR tried to make them Communist
 - To try and sway toward democracy, President made the Truman Doctrine
 - What was it?

- Policy that US would support any free countries that are resisting pressures to become Communists.
 - Entangling Alliances
- Europe was hurting too
 - Millions were displaced and winter was really bad
 - 1947, make the Marshall Plan
 - Provide \$13 billion to 16 countries in Western Europe
 - Makes them like Democracy more than Communism
- Berlin Airlift
 - Berlin was divided into East Berlin (Soviet) and West Berlin (Britain, France, US).
 - Show on a map
 - USSR wanted all of it, so tried to starve out the Allies by closing roads and railroads into West Berlin.
 - Could only last about 5 weeks with their supplies
 - US and Britain started sending cargo planes into West Berlin bringing food and supplies
 - Lasted 327 days, had 277,000 flights (about 847 flights per day)
 - Brought 2.3 million tons of supplies (4.6 billion pounds): food, fuel, meds, Christmas gifts, etc...
 - Why do this? What does it mean?
 - Soviets tried flexing their muscles/show their power by stopping Allies
 - If Allies don't oblige, leads to war
 - US practically daring them to do it, b/c they know they're more powerful
 - Soviets give up
- US realized it couldn't work alone
 - Joined North Atlantic Treaty Organization (NATO)
 - Prevented it from ever returning to isolationism again
 - Pledged military support to each other if one of the member countries was attacked

Assignment:

- Read Section 2
- Continue working on Chapter Notes

Lesson Plan Outline

Date: 3/17/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 2 class periods

Preliminary Planning

Topic/Focus: Cold War

Materials:

- Pencils/Pens
- Blank computer paper
- Colored pencils
- Computers with internet
- Rulers/art supplies

Instructional Plan

Sequence of Learning Activities:

- Explain activity
- Pass out two pieces of white paper to every student
- Create a timeline of the Cold War
- Should start just after WWII, and end with the collapse of the Soviet Union/Berlin Wall
- Needs to contain at least 15 events on each part
 - Color-Coded: US activities, USSR activities, other activities around the world
 - Do not just list something (aka: Collapse of Berlin Wall)
 - *Explain* it, give date, where it happened, who was involved, why important, etc...
 - A lot, but I'm giving a lot of class time for it
- Due on 3/23
 - If not working on it in class, I will make it due sooner

Assignment:

- Work on Timeline
- Read Chapter 26, Section 2

Lesson Plan Outline

Date: 3/18/2010 Grade level: Juniors Subject: US History Amount of time needed for lesson: 56 minutes

Preliminary Planning

Topic/Focus: Cold War

Materials:

- Pencils/Pens
- Paper
- Map of Korea
- *Stealth*
- *Century of Warfare: Korea*

Instructional Plan

Sequence of Learning Activities:

- Short Lecture, then *Century of Warfare: Korea*
- China becomes Communist
- What were differences between Nationalists (led by Chiang Kai-shek) and Communists (led by Mao Zedong)?
 - Write on board, separated by a line!
 - Nationalists: Ruled in Southern/Eastern China, Relied on US aid, Failing economy, Weak leadership, poor morale
 - Communists: Ruled Northern China, Relied on USSR aid, support by peasants b/c of land reform, experienced army, highly motivated leadership
- Easy to see why they picked Communism
- Ended up in a civil war (US supports Nationalists b/c oppose Communism)
 - Sent money, but not soldiers -> Nationalists lost
- War in Korea
 - Split along 38th parallel because both sides surrendered to different countries after WWII
 - North to USSR, South to US
 - USSR saw that there were few Americans in S.K. and wanted entire peninsula
 - Attacked S.K., UN finally does something
 - USSR boycotting UN b/c didn't acknowledge Taiwan, so vote passed, UN helped
 - N.K. push all troops to small area in S.K.
 - UN troops (mostly American) attack back with strategy
 - Reclaim S.K. and get almost into China
 - Chinese aid N.K. and push UN back to starting position
 - DM Zone

- Most militarized zone in world other than fighting in Middle East
- No-man's-land, Barbed wire fences
 - Clip from *Stealth*?
- Still in a state of war
- MacArthur (in charge of war in Korea) says should attack China
 - Wanted to use Nuclear Weapons on cities
 - Way of stopping Communism indefinitely
 - Tried to go over President Truman's head
 - Truman wouldn't tolerate it and fired MacArthur
 - Truman lost popularity, but saved US from WWII.
- Start *Century of Warfare: Korea*
 - Continue tomorrow

Assignment:

- Read Chapter 26, Section 3
- Work on Notes

Lesson Plan Outline

Date:	Grade level:	Subject:	Amount of time needed for lesson
3/23/2010	Juniors	US History	56 minutes

Preliminary Planning

Topic/Focus: Cold War

Objectives:

- Analyze primary documents written by an American and and Soviet and identify what problems and solutions each offers with regards to the Cold War.
- Develop written rationale as to which author developed the strongest arguments and defend their rationale to their classmates.

Illinois Learning Standards :

- **14.B.5** Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
- **14.E.5** Analyze relationships and tensions among members of the international community.
- **18.B.5** Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.

Materials:

- Pencils/Pens
- Paper
- Primary Source Documents

Preparation:

- Photocopy Primary Source Documents

Technology used in this lesson:

- N/A

Instructional Plan

Anticipatory Set:

"Of course, you all know that I am about as nerdy as anyone can get and I *love* primary documents, so we're going to look at a couple of them today, then we'll talk about them a bit."

Sequence of Learning Activities:

- Pass out Primary Source Documents
- Briefly explain what they are
 1. One by an American, the other by a Soviet
- Have students create two "T" charts, one on each side of the paper
 1. One side American, the other Soviet
 2. Label one side of the "T" Problems, the other Solutions (for both "T"s)
- Read/analyze the primary documents (Objective 1)
- Fill in the "T"s with problems stated by the authors, as well as solutions
 1. Solutions not necessarily in the reading, must think "outside the box" (Objective 2)

- Once finished, state who you think had the stronger argument
- (If time)
- Get into two groups based on who they think has the stronger argument
- Compile reasons, convince the class that yours is better.

Differentiation (if applicable):

- Reading/Writing -> Linguistic
- Presenting -> Auditory

Closure:

"Each side was very passionate about their ideals, which increased tensions between the two groups. Keep this in mind as we continue reading about the Cold War."

Modifications:

- Help guide readings for students with disabilities

Assignment:

- Read Section 4
- Work on Section 4 Notes

Lesson Plan Outline

Date:	Grade level:	Subject:	Amount of time needed for lesson
3/25/2010	Juniors	US History	56 minutes

Preliminary Planning

Topic/Focus: Cold War

Materials:

- Pencils/Pens
- Paper

Instructional Plan

Sequence of Learning Activities:

- Short Lecture
- After a-bomb, things expanded quickly
 - Started developing hydrogen bomb
 - 67 times more powerful than a-bomb
 - Had drills in case attacked
 - Get under desk and put your hands over your neck -> wouldn't do anything, but made people feel better.
 - US exploded bomb in 1952, USSR in 1953
 - Thought there were spies sending info to USSR (partially true)
 - Race for power -> went back and forth
 - Don't want a war, but "brinkmanship"
 - Going to the very edge of an all-out war
 - Building up militaries to ridiculous amounts
 - The more we built, the more they built -> *super* high tensions
- Started spreading across the world
 - Eisenhower created CIA (Central Intelligence Agency) to keep tabs on what's happening in the world
 - Tried to keep other countries from turning to Communism
 - ie: Middle East, Guatemala, Eastern Europe, etc....
 - Eisenhower Doctrine
 - US would defend Middle East from any Communist attack
 - Entangling Alliances
- Countries created alliances (AGAIN!)
 - NATO and Warsaw Pact
 - Democracy vs. Communism
 - Attack on one equal to an attack on all
- Space Race
 - US and USSR competed in realm of science as well

- Advances in technology would show power
- USSR launched *Sputnik*
- US responded with landing a man on the moon
 - One country out-trumps the other again!
- U-2 shot down
 - U-2s were spy planes that took pictures from high altitudes
 - One was shot down over the Soviet Union
 - USSR said it shot it down with a rocket (which would show an incredible jump in technology)
 - U-2 actually got caught in another plane's jetstream and crashed.
 - Needed it to look like they were more advanced than they were.
- Test Review

Assignment:

- Finish Chapter 26 Notes
- Study for the Chapter 26 Test