Title: Discovering Our World—World War II

By

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Theme: World War II

Historical Period: 1939-1945

Lesson Module Overview

This lesson module was developed to give students an overview of World War II. Students will explore topics, such as the Holocaust, the Axis Powers, and the Allied Forces using books, images, and internet resources.

Grade Range: 3rd through 5th grade
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Lesson Module

Day 1

Title: Evacuation day

Learning Goals:

Knowledge
- Students will evaluate documents and photographs from the American Memory collections
- Students will explain how major events are related to each other in time.
- Students will learn the purpose of the Japanese American internment camps
- Students will know the similarities and difference between the Japanese American camps and the German camps.

Skills
- Students will recognize point of view in print and visual materials.

Dispositions
- Students will draw upon primary sources to create a presentation reflective of the Japanese American internment experience.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials Needed:
Computer

Lesson Procedures:

Introduction
1. Hook the students by giving them an introduction story. “Imagine you are sitting at home playing Xbox. Your family is just getting ready for dinner. It has been a really tough week at school but you know that you get to go to the water park this weekend. All of the sudden there is a knock at the door. Your parents answer and there are about 5 men in uniform standing at the door. They tell you that you have to come with them. You are not allowed to bring anything with you besides the clothes you have on. Your parents are furious but the madder they get the more forceful the men get. They grab your family and take you outside. Outside there is a large vehicle with other people inside of it. You
get place inside the vehicle and locked inside. The vehicle takes off and you have no idea where you are going…..”
2. Let the students sit for a moment and have them think about their feelings at that time. What would you be feeling? What thoughts would be going through your head?
3. After a few moments have the students share some of their feelings. After they have had time to think for a bit it is time to introduce the activity for today.

**Development**

1. Show the students Photograph 1 (Japanese-American child who is being evacuated with his parents to Owens Valley). As a class talk about what this child is feeling and if they relate to the feelings they had after putting themselves in that situation.
2. Many students may confuse the Japanese American internment camps with the internments camps in Germany. It is very important for the students to realize that the Japanese American camps were very different than the German camps. These were not death camps. The main reason why Japanese Americans were imprisoned was due to racial prejudice. The American government was concerned that Japanese Americans were not loyal to the USA and that they would be a threat to the safety of our nation.
3. After this discussion period, have the students do some research on their own and read about the internment camps. Tell them to focus on what the reasons were for the USA to create them and what differences there were between the Japanese American camps and the German camps.
4. After the students have had time for some research have them start on the next part of the lesson. Students will look at the photos on the Japanese American Internment gallery. From these photos the students will choose one to write a short diary entry of one person in the photo.
5. Students should analyze the photo to determine what details they can come up with. Tell the students to make a list of key words to help describe the feelings they are seeing in the photos.
6. After they have made their list the students can then make a rough draft of their diary entry. After their entry has been written have them submit it to the teacher for corrections

**Culmination**

1. After the students have made their rough draft they will type a final copy and hand it in.
2. Once the entire class has finished with their diary entries each student will have an opportunity to share it with the class.
3. As the students read their diary entry show the photo they chose on the overhead or any other resource available. If there are students who chose the same photo have them share one after another. That way there can be a class discussion about the similarities and differences between each student.

**Assessment**

1. Use a writing rubric to assess the students.
Lesson Module

Day 2

Title: Using Picture Books to Teach the Holocaust

Grade Level: 3-5 grade

Learning Goals:

Knowledge

- Students will understand the terms, a “target”, a “perpetrator”, a “bystander”, and an “ally” in regards to the Holocaust.

- Students will develop an understanding of what it is like for some individuals to be treated this way by others.

Skills

- Students will create a poster to represent the story of their picture book.

Dispositions

- Students will begin to develop an understanding of judgments concerning issues of bias, stereotypes, etc.

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Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials Needed:

White board and markers

Picture books about bias/prejudice

Poster material (paper, art supplies, etc.)
Lesson Procedures:

Introduction

Teacher will provide a list of the following terms and definitions on chart paper. Teacher will work with the students to match the term to the correct definition. As the students match the terms teacher will have the students give examples of experiences associated with these terms. Ask students to share the emotional experience associated with each term.

1. Bias = Beliefs about people before you know them
2. Prejudice = Treating people unfairly because of who or what they are
3. Target = An individual or group treated with bias and/or prejudice
4. Perpetrator = An individual or group that treats individuals/groups with bias and/or prejudice
5. Bystander = A witness to bias/prejudice that does not stop the action from occurring
6. Ally = A witness to bias/prejudice that does something to stop the action from occurring

Culmination

In small group, have students read a picture book associated with bias/prejudice. A list of Holocaust related picture books is listed below.

You may wish to assign students to groups rather than having them selects their own. On the other hand, group selection can become a “teachable moment” for young people, showing first-hand how students exclude others.

Development

In their small groups, provide students the time to create a poster concerning the book. You may have them do any of the following:

- Divide the poster into four sections. Have on section describe/illustrate a “target” in the book; have another section describe/illustrate a “perpetrator” in the book; etc.
- Create a “movie poster” for your book. Include who is “starring” in your book, as well as reviews from your group members.
- Create a new book cover for your book. Include the title, author, and/or illustrator
Have students share their completed work with the class and display in the classroom.

**Assessment**

Have students journal about a time when they were either a “target”, “perpetrator”, “bystander”, or “ally”. If students find this difficult or too persona, they can create a fictional story about someone in one of the above situations.

**Extension**

Students may want the opportunity to read other stories. Instead of one book, have students rotate to different stations so that they will be able to experience several different examples of bias and prejudice.
Lesson Module

Day 3

Title: The Big Three—The Allied Powers

Learning Goals:

Knowledge

- Students will discover what three men make up the “The Big Three” in regard to World War II.
- Students will debate the nature of the alliance between Britain, the Soviet Union, and the United States during World War II.
- Students will learn a variety of details of each of “The Big Three’s” lives.
- Students will formulate appropriate questions to gain knowledge of the historical people.

Skills

- Students will identify the important contribution of each of the three men included in the “The Big Three”.
- Students will conduct research using a variety of sources.
- Students will analyze and interpret images.

Dispositions

- Students will work corporately to reach a common goal.
- Students will begin to develop the ability to use active inquiry and critical thinking when researching the past.
- Students will develop research skills and strategies, such as keywords searches, for finding information.

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Materials Needed:

- Famous Threesomes Chart (Appendix IV)
- Primary Source-Images of Roosevelt, Stalin, and Churchill (Appendix I)
- Guiding Documents (Appendix II)
- Additional Resources- books, websites (Appendix III)
- Venn Diagrams
- Poster boards
- Markers

Lesson Procedure (This activity will span across several days)

Introduction

- The teacher will show the students a premade chart displaying the headings of several ‘Famous Threesomes’. (Appendix IV)
- The teacher will ask for volunteers to complete the chart.
- When the chart is completed the teacher will introduce, ‘The Big Three’, Roosevelt, Stalin, and Churchill, using primary source images. (Appendix I)

Development

- The teacher will place the students in groups of three. Explaining that each group will draw a name of one of these men to research.
- The group will then divide their research by; early years, World War II, and after the war.
- The students will use a variety of sources to complete their research including those listed in this lesson. (Appendix III)
- Each group will share their findings with the entire class using a format of their choice such as; a poster, written report, power point, or dramatization.
**Culmination**

Together the class will complete Venn diagrams stating the seminaries and differences between “The Big Three”.

**Assessment/Reflection**

Students will be assessed by journal entries made throughout this unit.

A group assessment will be completed by all group members. (Appendix V)

Assessment rubric will be used for the collaborated group work. (Appendix V)
APPENDIX I: IMAGES AND GRAPHIC MATERIALS

1. Image

Las Angeles, CA. Japanese-American child who is being evacuated with his parents to Owen Valley. April 1942.
Roosevelt, Stalin, and Churchill on portico of Russian Embassy in Teheran, during conference--Nov. 28 - Dec. 1, 1943
This photograph of the three Allied leaders, meeting for the last time at the Yalta Conference, clearly shows that President Roosevelt's health was declining.
President Roosevelt signing the declaration of war against Germany, Dec. 11, 194
Appendix II: Bibliography and Webliography of Resources

For Students and Teachers

Bibliography


Boyer Binns, Tristan. (2004). Winston Churchill: Soldier and Politician (Great Life Stories: Political Figure). Children's Press(CT)


**Webliography**

1. **Japanese-American Internment-Gallery**
   
   This website offers a photo gallery of Japanese-Americans as they are being put into the internment camps.


2. **United States Holocaust Memorial Museum**
   
   This website has a variety of resources and links to provide students with information about the Holocaust.

   [http://www1.ushmm.org](http://www1.ushmm.org)

3. **Anti-Defamation League**
   
   This is a website to support the Jewish people and to stop the defamation of the Jewish people.

   [http://www.adl.org](http://www.adl.org)

4. **Carol Hurst – The Holocaust and Children’s Literature**
   
   This website includes several books at assorted reading levels that can be used for this lesson.

   [http://www.carolhurst.com/subjects/history/holocaust.html](http://www.carolhurst.com/subjects/history/holocaust.html)

5. **Churchill and the Great Republic**
   
   [http://www.loc.gov/exhibits/churchill/interactive/_html/0_00_00.html](http://www.loc.gov/exhibits/churchill/interactive/_html/0_00_00.html)

6. **Revelations from the Russian Archives**
   

7. **Churchill and the Great Republic**
   
   [http://www.loc.gov/exhibits/churchill/wc-newhome.html](http://www.loc.gov/exhibits/churchill/wc-newhome.html)

8. **Franklin Delano Roosevelt: A Resource Guide**
   
   [http://www.loc.gov/rr/program/bib/presidents/fdrousovelt/index.html](http://www.loc.gov/rr/program/bib/presidents/fdrousovelt/index.html)
Appendix III

1. This form will be used on day three to organize their research.

## Famous Threesomes

<table>
<thead>
<tr>
<th>Rice Krispies</th>
<th>Singing Chipmunks</th>
<th>Columbus’ Ships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Three Bears</th>
<th>Donald Duck’s Nephew’s</th>
<th>BLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
2. Group Assessment

Your name: __________________________________________ Date: ______________

1. Identify your responsibilities within the group:

______________________________________________________________________________
______________________________________________________________________________

2. Did you complete all of the tasks assigned to you? ___ yes ____ no ____ most of them
If either the above answer is “no” or “most of them,” explain why you could not complete all of
the assigned tasks.

______________________________________________________________________________
______________________________________________________________________________

3. How would you rate your participation in the group?
   ___ I was incredibly involved in each phase of this project.
   ___ I completed all work assigned to me, but was not otherwise involved.
   ___ I completed most of the work assigned to me but other group members contributed more
       than I did.
   ___ I did not contribute to the group project.
If you feel the need to defend your answer to #3, do so here.

______________________________________________________________________________
______________________________________________________________________________

4. Identify another group member: ________________________________________________

5. How would you rate this person’s participation in the group?
   ___ This person was incredibly involved in each phase of this project.
   ___ This person completed all work assigned to him/her, but was not otherwise involved.
   ___ This person completed most of the work assigned to him/her, but other group members
       contributed more than he/she did.
   ___ This person did not contribute to the group project.
If you feel the need to defend your answer to #5, do so here.

______________________________________________________________________________
______________________________________________________________________________

6. Identify another group member: ________________________________________________

7. How would you rate this person’s participation in the group?
   ___ This person was incredibly involved in each phase of this project.
   ___ This person completed all work assigned to him/her, but was not otherwise involved.
   ___ This person completed most of the work assigned to him/her, but other group members
       contributed more than he/she did.
   ___ This person did not contribute to the group project.
If you feel the need to defend your answer to #7, do so here.

______________________________________________________________________________