



## Title of Lesson

### Goals & Objectives

Students will be able to identify and discuss the early aspects of WWII in terms of Pearl Harbor, Policy of Appeasement, and Germany–Soviet Union Non–Aggression Pact. They will be able to discuss these in relation to the early events and causes of WWII.

### Objective:

Students will be able to review primary source material and identify elements that are related to the US involvement in WWII, Policy of Appeasement, and Non–Aggression Pact. Students will show through engaging in group discussion their understanding of these documents and the relation to other early causes of WWII.

### California State Content Standard

#### **1. 10.8 Students analyze the causes and consequences of World War II.**

B. 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.

### Lesson Introduction (Anticipatory Set)

Begin by displaying a map of Europe that displays the Pre–War boundaries and engage the students with a discussion about how the treaty of versailles affected German borders. Then I will ask them what they remember about Hitler’s rise to power and goals concerning the unification of German people. I will end the introduction with asking how they think this will develop and lead to war in Europe.

### Vocabulary (Content Language Development)

Students will have to read and understand the vocabulary in the primary source documents as development for their Academic and Content language. The students will be given a list of academic and content words that will be discussed before the activity so that they will have an understanding and not be hindered by vocabulary in analyzing document. the vocabulary will be delivered



with a separate presentation in a ID Card format. The vocab for this section is as follows:

Appeasement (policy)  
Neville Chamberlain  
Infamy  
Sudetenland  
Czechoslovakia  
Josef Stalin  
Communism  
Pact  
Non-Aggression  
Poland  
Nationalism  
Communism  
Isolationism  
Pearl Harbor  
Franklin D. Roosevelt

### Content Delivery (Lecture, Inquiry, Reading, Discussion and Debate, DBQ, Concept Formation, Simulation, Problem-Based Learning)

The lesson will be an inquiry based lesson with supplemental lecture. The students will receive a packet with multiple primary sources pertaining to the Non-Aggression Pact, US entrance into WWII, and the Policy of Appeasement. They will be allowed to review and analyze these documents in pairs or groups of 3. The packets will contain specific short questions that must be completed by all the students to turn in at the end of the period. The questions will be paired with the group of primary sources that they are connected with. At the end of the allotted period of time for the assignment, the teacher will enter into a group discussion about the meanings of these documents and begin a brief lecture that supplements the information and prepares them for the next class period. The teacher will be walking around and speaking with the groups about the sources and answer student questions during the activity time.

### Student Engagement & Critical Thinking (Student Activities)



Students will be given a packet that contains the primary sources and questions related to each grouping of primary sources. They will be engaging in a collection and collaboration exercise to analyze these sources. They will simply be paired on in groups of 3 to review the primary sources and answer questions that are included in the packet. Each primary source must be explained or summarized in addition to the questions. After they have completed the packet they will be engaging as a whole class a discussion to answer the questions as a group as well as make connections to how these lead to causes of the Second World War.

### Demonstrated Learning (Formative & Summative Assessments)

The teacher will be listening, observing, and assisting students during their group work activity time. The teacher will also lead and guide a classroom discussion once the class has completed the activity. This will be the formative portion of the assessments. The summative assessment will be both the group discussion at the end of the period and to grade the primary source documents to make sure the students were understanding what had occurred within and how it relates to the larger topic of WWII as a whole.

### Lesson Closure

The lesson will end with supplemental lecture bridging the gaps to other causes of the Second World War and begin a transition to the actual early days of the war.

### Accommodations for English Learners, Struggling Readers and Students with Special Needs

Everyone will be provided a written packet to read and make notes on. ELs will receive a second packet that includes a Spanish translation of all written materials and questions.

ELs, Special Needs, and SRs will be placed into groups of 3 and potentially 4 with native or higher level English speakers to assist them with the language barrier and challenges of this activity.

Any other particular Special Needs can be accommodated in particular to that need.



The teacher will check in with any student who falls under this category more often than other groups to see the progress and make sure that the students can find the teacher easy to access.

#### What Came Before...

The previous lesson was a direct instruction lecture on the Rise of Totalitarian governments and the global depression.

#### What Came After...

In the next class period a direct lecture will be given to connect all the global powers to the causes of World War II and the early events of the conflict.