



World War II

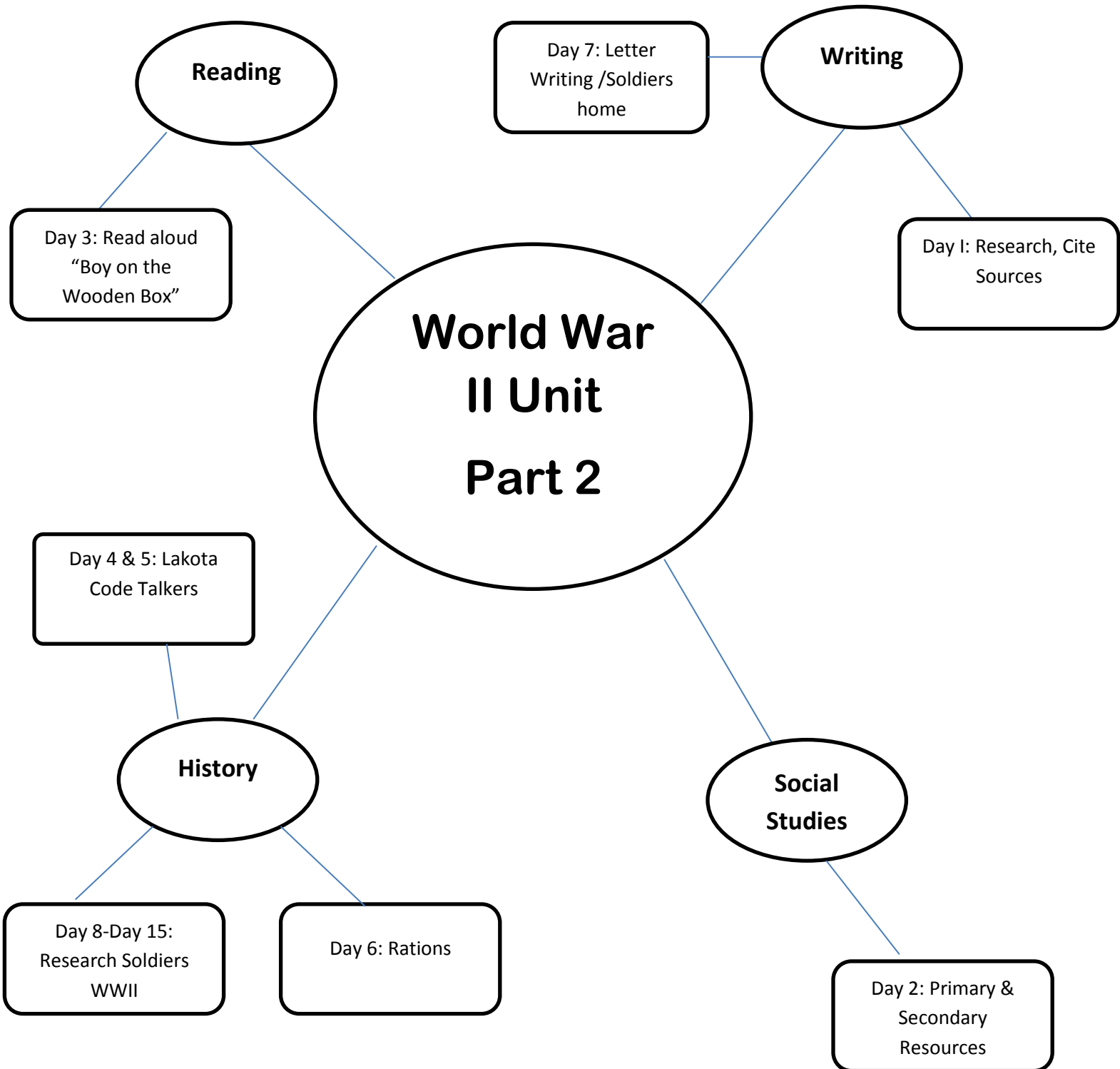
& the Lives Within

Written by: Delorise Davis
Grades 3rd-5th
Social Studies & English Language Arts

This unit will teach students more about World War II and the components within. Prior to this unit, students will have been introduced to World War II and the events that led up to it. The purpose of this unit is for students to learn more about how Americans were affected and about the lives of the men and women that fought during World War II. This unit is effective in promoting student learning because it allows students to learn about events that occurred and the lives of individuals that served during this war. This unit will also provide students with the opportunity to build on skills needed to conduct research, how to find viable and credible information, and how to properly cite their resources.

A special lesson plan is also designed about Lakota code talker Clarence Wolf Guts of Wamblee, South Dakota.

Concept Map World War II Unit



Day 1- In this lesson, students will learn how they can search even more effectively by selecting specific and unique terms and adding appropriate context terms (e.g., *figure, map, diagram, letter*) to assist them. They will apply what they learn to continue their research. Teacher will show a presentation on the smartboard that will introduce and inform students of how to conduct quality research. Students will also learn how to properly cite their sources. Following instruction, students will go onto the internet to practice citing books and magazines from the class library or visited websites. Students will be provided with a “Cite Your Sources” handout to refer to during to this activity. Students will complete a citing sources sheet to turn in at the end of the lesson. The activity will be practice for what students will need to know later in the unit. As a result of this lesson students will be able to identify ways to find information on topics. Cited worksheet will be an assessment tool to ensure that can students demonstrate how to cite sources.

Day 2- Students will review a Smartboard presentation that will introduce what primary and secondary resources are. In this lesson, students will be given examples in each category. For this activity students will choose a topic to research. Students will go to the library and be given opportunities to review primary and secondary resources for their chosen topic.

Day 3- Students will listen to excerpts from “The Boy on the Wooden Box” by Leon Leyson about a ten year old boy who lived during World War II. He and his family managed to survive the Holocaust. Ultimately, it was the generosity and cunning of one man, a man named Oskar Schindler, who saved Leon Leyson’s life, and the lives of his mother, his father, and two of his four siblings, by adding their names to his list of workers in his factory—a list that became world renowned: Schindler’s List. As a result of this lesson, students will record 3-5 details of each question about setting in their reading journals. Student will listen to one peer read aloud in reading groups as they pay attention to and write down details in the story. *See attached Lesson Plan*

Day 4 & 5- Students will learn about code talkers during WWII. In this particular lesson, students will learn about Lakota code talker, Clarence Wolf Guts of Wamblee, South Dakota, who served as a Lakota code talker for the U.S. Army during World War II. As a whole class, students will view a digital story about Clarence Wolf Guts. Students will work collaboratively to collect information about this veteran and create a class Wikipage. Students will fill out a research page to keep track of the research found, along with the cited resources. As a result of this lesson, students will research and identify information about a Lakota code talker during World War II. Students will collaborate and create a class Wikipage or website with the collected information. Follow up activity (optional): Students will participate in a “crack the code” activity and create their own code for their peers to decipher. *See attached Lesson Plan.*

Day 6- Students will learn about what ration books were and how it affected the American way of life during WWII. Students will learn that during WWII, many items were needed to be shipped overseas to supply military troops and this caused a shortage in the United States. Due to a shortage, the U.S Office of Price Administration established a system of rationing to fairly

distribute food and items that were short in supply. Many Americans did not have enough food to feed their families and were each given a ration book. (Students will view a ration book on the document camera.) Students will learn about the many items that were rationed such as gasoline, rubber and food items such as butter, sugar, coffee, milk etc. Students will be given a ration book sheet and participate in a ration book simulation. They will be numbered into groups of 4 and each group will have to figure out how they would spend their coupons for the year. For this activity, the item that will be rationed will be clothing. Students will come together for whole group to share how each group decided to distribute their rations and provide reasons why. As a result of this unit, students will understand how World War II affected Americans families.

Day 7- Students will review a resource that will connect them with the real experiences of a WWII soldier. The Jones Family Letters trace the experiences of Joe Jones, a U.S. soldier in the WWII European war theater. Students will look up letters online and review the components of the letter. (The letters are posted online, but it's optional to print and read aloud as a class). Discuss if this is a primary resource or a secondary resource. Students will draw on this soldier's experience and write a letter home to their families as if they were away from home at war. During this time, the teacher will observe and confer with students one-on-one. Students will come back together as a whole circle to share letters. During share time, highlight what was discussed by some of the students from their letters and summarize what was said. Ask students what they learned about letter writing. Select **two** or **three** students to share their letters with the group. Before closure, ask students to think about what moved them in the letter as it was read to them. For a real world application, ask students to imagine what things they would miss about their families and homes if they were away from them.

Day 8-15 Students will choose American soldiers who served for our country and research aspects of their lives. Students will act as detectives as they put together a case file that can later be turned into a timeline of their subject's life. As a result of this lesson, students will be able to demonstrate their ability to conduct research and present the information in a speech. Students will be given a week to collect information about their soldiers. At the end of this unit, students will then write a speech about their subject, emphasizing how they are remembered today as the final project. To follow up with this lesson, students could visit the Black Hills National Cemetery to visit the gravesite of the soldier they chose to research. *See attached lesson plan.*

Unit Goals, Standards, Concepts

The goals of this unit are for students to understand the various ways that individuals contributed during World War II and to learn more about their lives.

Common Core and South Dakota State Standards that will be covered in this unit:

Common Core Standards

3rd grade ELA- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS-ELA -LITERACY-W.4.2.E Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS-ELA -LITERACY-W.4.9.b Apply *grade 4 Reading Standards* to informational text (e.g. explain how an author uses reasons and evidence to support particular points in the story).

CCSS-ELA -LITERACY-W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY-L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY-L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Social Studies Standards

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities.

3.H.5.1 Compare information provided by different primary and secondary historical sources about the past.

3rd Grade ELA

3.W.2 Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.

4th 4.H.3.1 Compare and contrast life today with life in historical time periods.

4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

4.H.5.1 Infer the intended audience and purpose of a historical source from information within the source itself.

All- K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.

K-12.H.5 Students will develop historical research skills.

Unit concepts and terms that align to the standard(s):
Technology- Webquest, smartboard, digital story

Social Studies- Primary and Secondary resource

History-Research code talkers and soldiers, rations, Holocaust

ELA- How to conduct research and cite sources

Writing- letters to home, speech writing

Reading- paying attention to details in setting of a story

Essential Questions for the Unit

Overall question of this unit-

How many different ways did individuals or groups of people contribute during World War II in America and around the world? What roles did the heroes of World War II play in American history? How were the lives of families affected during World War II?

Questions to ask throughout this unit are:

1. What does it mean to properly cite a source?
2. What types of works can be cited?
3. What is the difference between a primary resource and a secondary resource?
4. I want to teach students about Franklin Delano Roosevelt. I am going to have my students observe a picture to make inferences from it about events happening. What type of resource will I use for this? Why would I use this type of resource to teach students this information?
5. What can you tell me about a Lakota code talker?
6. What was the role of a code talker?
7. What different Native American tribes were used as code talkers during World War II?
8. If you could be a code talker what language would you translate based on your family and heritage?
9. During World War II, what sorts of items do you think were rationed?
10. How are times in this story different than the world we live in now?
11. What do you think living in this time period would be like?

Materials

- digital story
- copy of ration book
- writing journals
- research folders
- computers with internet access, CD/DVD players, and Microsoft Word, Excel, and PowerPoint (or similar applications)
- printer(s)
- overhead projector or document camera
- dictionaries and thesauruses
- highlighters
- clipboards
- paperclips, staplers

- encyclopedias
- paper
- pencils
- index cards
- Leyson, L., Harran, M. J., & Leyson, E. B. (2015). *The boy on the wooden box: how the impossible became possible ... on Schindler's list*. NY, NY: Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division.
- Ration book activity: <http://activities.tpet.co.uk/?resource=389#/ViewResource/id389>
- Cite Your Sources Worksheet: http://englishlinx.com/works_cited/
- South Dakota Magazine.com: Huhhoff, B. (n.d.). The Last Lakota Code Talker. *South Dakota Magazine*. Retrieved April 26, 2017, from <http://www.southdakotamagazine.com/clarence-wolf-guts>
- Lesson Plan for soldier letters
home: http://www.bringinghistoryhome.org/assets/bringinghistoryhome/5th-grade/unit-2/5_WWII_LessonPlans.pdf
- Works Cited Worksheet: <https://www.education.com/download/worksheet/131266/cite-your-sources.pdf>
- Code talkers:
<http://www.nmai.si.edu/education/codetalkers/html/>
<http://www.historynet.com/world-war-ii-navajo-code-talkers.htm>

Smartboard and resources

World War II Slide show: <http://exchange.smarttech.com/details.html?id=e61bdc76-dacb-43cb-bdfa-0fc356471cbe>

World War II Service Men and their families: <http://exchange.smarttech.com/details.html?id=7cf9ae5f-2f65-440d-a27d-b877a9dd733d>

How to cite a book: <http://exchange.smarttech.com/details.html?id=5139c6a6-5969-4c7d-a259-59ae1eb58d8a>

Citing Sources: <http://exchange.smarttech.com/details.html?id=b4c60c6d-f2c2-4e37-95cf-558e4856b3d6>

Primary Resources: <http://exchange.smarttech.com/details.html?id=c238ff65-6c83-4dd3-a377-e8c70892ece1>

References: <http://exchange.smarttech.com/details.html?id=3c543afc-deb6-488a-b6af-bcf73f802037>

Clarence Wolf Guts Story: Told by Dee

Davis <https://www.storyjumper.com/book/index/40076346/59067bcb073bb>

Cited Resources Worksheet

Name: _____ Date: _____

Online Works Cited or Bibliography

1. **Title of Website:** _____ **Date** _____

Article Title: _____

Website URL #1 __www._____

2. **Title of Website:** _____ **Date** _____

Article Title: _____

Website URL #1 __www._____

3. **Title of Website:** _____ **Date** _____

Article Title: _____

Website URL #1 __www._____

Name: _____ Date: _____

Online Works Cited or Bibliography

1. **Title of Website:** _____ **Date** _____

Article Title: _____

Website URL #1 __www._____

2. **Title of Website:** _____ **Date** _____

Article Title: _____

Website URL #1 __www._____

3. **Title of Website:** _____ **Date** _____

Article Title: _____

Website URL #1 __www._____



Clothes Rationing

During World War 2 clothing was also rationed to ensure that there would be enough to go around.

Each child and adult had 48 coupons to spend each year.

| Item | Coupons-Men | Coupons-Women | Coupons-Children |
|--------------------------|-------------|---------------|------------------|
| Raincoat | 16 | 15 | 11 |
| Overcoat | 7 | 7 | 4 |
| Jacket | 13 | 12 | 8 |
| Shirt/blouse | 5 | 4 | 3 |
| Jumper/cardigan | 5 | 5 | 3 |
| Trousers | 8 | 8 | 6 |
| Shorts | 3 | 3 | 2 |
| Skirt | | 8 | 6 |
| Boots/shoes | 7 | 5 | 3 |
| Nightdress/pyjamas | 8 | 6 | 6 |
| Underpants/knickers/vest | 3 | 3 | 2 |
| Socks/stockings | 2 | 2 | 1 |

Imagine that your house has been bombed and you and your family have nothing left.

You have a wife/husband and 2 children and you all need to be clothed.

How will you spend your coupons for the year?

Grade Level: 4th

Targeted Content: Reading

Integrated Content: English Language Arts

State Content Standard and/or Common Core Standard(s):

Target Standard(s): 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Supporting Standard(s): SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Setting: Check all that apply:

| | | | | | |
|--------------------|-------------------------------------|----------|-------------------------------------|--------------|--|
| Whole Group | <input checked="" type="checkbox"/> | Centers | | Other (list) | |
| Small Group | <input checked="" type="checkbox"/> | Workshop | <input checked="" type="checkbox"/> | | |
| Individual Student | <input checked="" type="checkbox"/> | Lab | | | |

Lesson Focus: The focus of this lesson is to teach students to construct a sense of another time period and pay close attention to details about a setting- what the place looks and feels like and how it changes

Learning Outcome(s):

As a result of this lesson, students will record 3-5 details of each question about setting in their reading journals. Student will listen to one peer read aloud in reading groups.

Assessment Measures:

Formative Assessment(s): During the lesson, questioning will be used to assess student's understanding of the read aloud. A list of questions may be found in the procedures section of this lesson.

The details about the setting that students record in their response journals will also serve as an assessment of the desired outcome.

Summative Assessment(s): N/A

Differentiation:

Struggling learners-Student(s) will read one-on-one with the teacher or teacher's assistant

High ability learners-Students will be grouped together in the same reading groups

Visual Learners- During demonstration, the teacher will write details on the board so that students can see details from the story

Materials: One copy of “The Boy on the Wooden Box”, selected picture books or other books that relate to the Holocaust or World War II stories (depending on reading groups and reading levels), The Butterfly by Patricia Polacco, “Erika’s Story” by Ruth VanderZee, “Numbers the Stars” by Lois Lowry etc., student reading response journals, a document camera or Promethean board to show recorded setting descriptions

Introduction: I will tell students that we have been making meaningful connections and using questioning to help us comprehend what we’ve read in a story. I will tell students that today we are going to pay close attention to details of the setting to help us construct a sense of another time in history

Purpose of the lesson: Today, you will have an opportunity to watch me write details about the setting during our read aloud. After my demonstration you will practice writing details about the setting in your reading journals in smalls groups and independently.

Procedures of Teaching and Learning:

1. **Demonstration-** The book will be introduced to students with a personal connection, such as, “Students, when I read the details in the story, I could picture it as if I were right there. I pictured myself as my ten year old self going through the experiences that Leon went through. Whenever he said “mother” or “father,” I would think of my parents and how I would feel if I were going through those events of that historical time. I was completely swept away.”
2. To help students visualize the setting, read an excerpt from “The Boy on the Wooden Box” pages 30-36. (When Leon’s family first moves to the city of Krakow). As I read and come across descriptions of the setting, write them down in a notebook.

Tell students to be ready to pay close attention to details about the settings as the book is read. Tell them to think about what details they will fill in for the following questions to record in their journals. What is the setting, what does it look like and feel like, and how does it change?

These are the things I will be looking for as I read: Examples of what I will write:

- **What is the setting?**-Krakow, Poland, spring 1938
 - **What does it look like, feel like?**-bigger city than his smaller village, street cars, big city, fast paced, exciting, new way of living for family, lively
3. **Shared Demonstration-**To allow students time to record details of how things change in the setting, continue to read aloud pages 60-63 and ask students (**Choose only 2**) to share details they can think of during the read aloud. Students will be given the opportunity to share their ideas on the board.

How does it change- Nazis occupied their town, cold, dark and gloomy, scary, dangerous to go outside (for Jews), new strict laws for Jews. After I read the pages, I will ask students what images they see as they hear details from the story

Transfer Responsibility to Students

4. **Guided Practice-** I will read a few more pages (63-66) from the text and ask students to now pay close attention to details about the setting, recording their ideas. After the reading, ask students to share and reflect with a partner. Tell students that they will follow along and listen as one member of their group reads the selected story, alternate between reading aloud, recording their details and sharing ideas within their groups. As students are reading, walk around and listen to reading groups. Ask students questions about the setting that they have written down. (Make note of student responses to share during closure)
5. **Independent Practice-** Remind students that paying attention to details in a setting can help us get swept away to a different time in history and can help us make connections to a story. Students will have an opportunity to read independently and use this same strategy during silent reading time. Use this time to confer with students

Closure:

Come back to whole- group circle. During share time bring up what was heard as students were talking in their groups and summarize what was said. Ask students what they learned about paying attention to details and setting with a shoulder partner. Then select **two** or **three** students to share details they found and share images that stayed in their heads. Finally, ask students to think about what moved them in the stories they read. Remind students about the learning point for this lesson.

Grade Level: 3rd-5th

Targeted Content: Social Studies Integrated Content: Writing

State Content Standard and/or Common Core Standard(s):

Target Standard(s): K-12.H. 2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources.

4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Standard(s): SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Setting: Check all that apply:

| | | | | | |
|--------------------|----------|----------|----------|--------------|--|
| Whole Group | <u>x</u> | Centers | | Other (list) | |
| Small Group | <u>x</u> | Workshop | <u>X</u> | | |
| Individual Student | <u>x</u> | Lab | | | |

Lesson Focus: The focus of this lesson is teach students how to conduct research about the featured code talker and report on information found

Learning Outcome(s): As a result of this lesson, students will research and identify information about a Lakota code talker during World War II. Students will collaborate and create a class Wikipage or website with the collected information.

Assessment Measures:

Formative Assessment(s): Teacher observation
Worksheet with collaborative information
Student evaluation form

Summative Assessment(s): Collaborative class website

Differentiation:

Struggling learners- can be paired with a peer buddy to work together to find information
High ability learners- can research additional information about other Lakota code talkers

Materials: pencils, writing journals to record information, computers

Introduction: Show digital story of featured War Veteran “Clarence Wolf Guts” to introduce topic for this lesson.

Procedures of Teaching and Learning:

- Tell students they will learn about what code talkers were and how they contributed to helping the military during WWII. (Code talkers- Their job was to translate coded messages about troop movements, enemy positions, or other critical information on the battlefield. Code talkers had to pass a physical examination to serve in the military).
- Tell students the Lakota were 1 of 16 Native tribes used by the military to serve as code talkers during WWII.
- Tell students they will act as reporters and research the featured code talker and they will each be responsible for researching information about Clarence Wolf Guts.
- Split students into groups of 3 or 4 (not too many to ensure students each have something to research).
- Allow students to designate what topic each member of the group will research (or teacher assign). Suggestions for topics: Who was he? When was he born/died? What was his role as a code talker? What different Native American tribes were used as code talkers during World War II?
- Show students the Wiki website they will go to add the information that their group collected.
- Help students find research and guide them as to what information should be included on the website.
- As students work, remind students of how to cite sources for the information they find.
- When the website is completed, students will fill out a research worksheet to list information about Clarence Wolf Guts.

Closure: At the end of the lesson, ask students to write in their journals and answer the following question... if they could be a code talker what language would they translate based on their family and heritage? Follow up activity (optional): Students will participate in a “crack the code” activity.