

SREB

SREB Readiness Courses

Ready for High School: Literacy

History Unit 1

World War II: What causes
countries to take extreme actions
against one another?

Informational Text

Southern
Regional
Education
Board

592 Tenth Street, NW
Atlanta, GA 30318
(404) 875-9211

www.sreb.org



Unit 1

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Unit 1

U.S. History: World War II Course Overview

Students begin to explore what history reading entails – how historians approach the reading of texts and how they use evidence from texts to make implicit as well as explicit arguments about events in history. This understanding about what historians do and how they approach reading is an important element of disciplinary reading. It recognizes an underlying belief, or epistemology of historians, that accounts of the past are not truth. Students learn that reading history means approaching texts as *historical arguments* – interpretations of history based upon historians’ analyses of texts and artifacts. The culminating task for this Unit will be an explanatory/informational essay utilizing a thesis statement (controlling idea) and supporting it with evidence they will examine throughout the unit.

Teacher Notes

1. You will notice that you will find a checklist of the important activities to cover at the end of each activity instead of at the end of the lesson as you found in other units. We will be asking you which is the better format to help guide teachers through the units. Refer to these checklists as you teach the unit, as a way to ensure that the essential parts of the lesson have been covered.
2. Literacy Design Collaborative – In the framework known as the Literacy Design Collaborative (LDC), instructional modules consist of a series of skill clusters with specific skills attributed to each. These units have been constructed to comply with this model. In each lesson you will see the specific clusters identified along with specific skills, as a reference for LDC-trained teachers. If you have not been trained in LDC, merely follow the Teacher Guide instructions. The skill clusters can reinforce for you what reading and writing skills have been identified.
3. Each activity is accompanied by a formative or summative assessment. Most assessments consist of a rubric that identifies an observable action by students and a range of student performance (No, Somewhat and Yes). As the teacher, you have control over what value to ascribe to the assessments. For example you may assign a 6 for a student’s successful completion of a task (Yes), 3 for a performance that approaches success (Somewhat) and a 0 if the student does not exhibit this behavior (No). You may use the points in between 3 and 6 and 0 and 3 to provide a range of points based on how well the student’s performance meets your expectations. Keep a log of your students and assign points throughout the unit as a grade for participation, engagement, etc. You may also wish to assign your own values to the assessment to provide a range based on varied performance. This system allows for flexibility in teacher grading practices across schools and states. Most teachers have expressed a need to provide points as incentives for the struggling students to complete the work. Because students struggle with the rigor of the course, the performance points along the way help to reward students who put forth effort in each activity. In the end, how the performance is “scored” is a teacher decision.

4. Slide numbers will correspond with the numbered items in the teaching instructions.
5. **Special Note for teachers:** You will notice that there is a difference numbering sequence for this unit. Activities in each lesson are coded differently. For example the first activity in the first lesson is referred to as Activity 1.1 (for Lesson 1, Activity 1). Some teachers felt that this numbering system was easier to coordinate pages and activity references between the teacher’s guide and the Academic Notebook. At the end of the year, you will receive a survey to comment on your experience with the course. We will be asking for which system you prefer.

Unit Objectives (Students Will Be Able To)

1. Show they have refined their notions of history through changes in their writing about what historians do.
2. Demonstrate in writing what historians do.
3. Demonstrate understanding of the following terms: sourcing, contextualization and corroboration, and how they are used to weight the perspective and trustworthiness of documents of a time period.
4. Differentiate between primary and secondary sources.
5. Learn to “close read” and effectively utilize documents, video, and lectures to collect evidence to support a thesis in the form of a controlling idea.
6. Create an effective thesis upon which to base their summative task.
7. Write an informational/explanatory essay that effectively integrates accurate content with thorough explanations to demonstrate in-depth understanding.

Pacing

This Unit is designed to take place during one six-week period utilizing 45-50 minute periods. Adjust the time frames to meet your class schedule.

Week 1	Lesson: 1	Gateway Activity and Introduction of the Topic and Task
Week 2	Lesson: 2	Lesson: Connecting Vocabulary and Annotating a Text – Hitler Youth
Week 2	Lesson: 3	Taking Notes and Analyzing Documents, Photos, and Cartoons
Week 4	Lesson: 4	Close Reading
Week 5	Lesson: 5	Thesis and Paragraphing
Week 6	Lesson: 6	Concluding the Unit: Writing an Informational Essay

Lesson 1

Gateway Activity and Introduction of the Topic and Task

Overview

In this lesson, students will be introduced to the concept of disciplinary literacy and explore the unit's essential question and the writing task: an informational/explanatory essay.

Critical Focus Question: What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

Task: After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast either the political, economic or social motivations of the United States, Germany, and Japan during WWII. Support your discussion with evidence from the texts.

Outcomes

1. Students understand the scope of the essential question as the focus for the unit.
2. Students understand the work of historians.
3. Students identify and distinguish between primary and secondary sources and identify the strengths and potential problems of each.
4. Students read documents and texts in historical context.
5. Students understand the writing task that will be the culminating task for the Unit.

College and Career Readiness Standards (CCRS)

Reading

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6 Assess how point of view or purpose shapes the content and style of a text.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LDC

Skills Activity List

Skill Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns

Skill Cluster 2: The Reading Process

1. Historical Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than Truth

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing

3 Relationships Among Events

Ability to interpret the relationship among events in depicting change over time. This includes determining if events have cause/effect or merely chronological relationships, determining if events can be categorized by frameworks such as political, social, or economic, and making judgments about the relative significance of events

4 History terminology and vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses

5 Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis

Skill Cluster 3: Transition to Writing

1 Bridging

Ability to begin linking reading to writing task

Skill Cluster 4: Writing Process

1 Controlling Idea

Ability to establish a controlling idea and consolidate information relevant to task

2 Planning

Ability to develop a line of thought and text structure appropriate to an informational/explanatory task

Materials

- Academic Notebook
- PowerPoint for Lesson 1
- Access to Media Center and/or assistance of media specialist

Time Frame: 200-215 minutes

Targeted Vocabulary

- Essential
- Extreme
- Primary sources
- Secondary sources
- Corroboration
- Context
- Analyze (analysis)

Teacher Note: It is absolutely necessary that students have their Academic Notebooks with them every day for the entire unit. Therefore, it is recommended that a designated space in the classroom be assigned where the Notebooks can be left and not taken home, whenever possible. Teachers may choose to copy pages or upload the Notebook onto whatever learning platform is used by your district so that students can complete work outside of class when necessary. An interactive Academic Notebook option will be available with a final version of the course.

Activity 1.1**Gateway Activity: What causes countries to take extreme actions against one another?**

Overview: The purpose of the Gateway Activity is to invite students into the subject matter in a way that will stimulate curiosity and interest in the topic without overwhelming and frustrating them. In this activity students will be introduced to the discipline-specific skills of examining, reading and interpreting historical texts and documents, exploring the topic (controlling idea). Students will then formulate two questions they will need to ask before they can begin to answer the prompt.

College and Career Readiness Standards: History/SS Reading – 1; History/SS Writing – 6

Welcome to The first History Unit of Literacy Ready. In this unit, we will be examining events and reading about the Second World War and the extreme actions that nations take against each other in times of war. In order to get more of a feel for the time period, we will look at some pictures from WWII.

Show Introductory slide 1.

Show slide 2. Begin by projecting Exhibit 1, the “Nuclear Shadow,” and ask students to identify what they see. Most students will readily recognize the image as a shadow of a person with a walking cane. Challenge the students further by asking, **if this is an image of a person, where is the person? What can you tell about this person?** (holding a cane, probably elderly or disabled) Allow students to speculate over the image until questions are exhausted. If students do not come to the correct conclusion about the photograph, then explain by going to Exhibit 2.

Show slide 3. Read the information on the slide (exhibit 2) with the students. Answer student questions.

Show slide 4. Ask students what questions are still left unanswered by the image. Try to engage the students in discussion about other things they might be curious about. They could include when the photograph was made, who was the person who made the image, etc. Allow students to explore until their questions are exhausted.

Show slide 5. Exhibit 3 has some brief basic facts about the effects of the bomb at Hiroshima. Review these with students. Answer any questions students may have about the bomb itself. Questions that students may have could include: Why are the numbers approximate? (The destruction of document repositories and the fact that entire families were wiped out make obtaining precise number impossible.) Why was the second bomb dropped? Why was such an extreme measure used by the United States against Japan? Advise students that this question could be answered through their further reading and research.

Show slide 6. Display slide with the essential question and final task, and advise students, **Do not try to answer this question right now, but it will be the focus of your investigation as we go through this unit. All of the information that will be covered will relate back to the essential question, which you will answer at the completion of Unit 1. How was the person in the photograph impacted by the extreme events of World War II? As we move through the unit materials, examine them in terms of answering the essential question. Explain that one of the objectives of the unit is to learn the skills to examine historical events and formulate interpretations.**

Show slide 7. If you have not already done so, distribute the Academic Notebooks. **You will use these notebooks to complete assignments and organize your work. Refer to the page containing Activity 1.1 and read the essential question and final unit task. In the space provided in your Academic Notebook, write down two additional questions you would ask (and seek answers for) before you could begin to answer the critical focus question.**

Assessment

Outcome 1:

Students understand the scope of the Essential Question as the focus for the unit.

Evaluation Rubric			
Prepares one reasonable, additional question about the unit's Critical Focus Question.	No	Somewhat	Yes
Prepares a second, reasonable question about the unit's Critical Focus Question.	No	Somewhat	Yes
Total Points	12		

Teacher Checklist

Use the following checklist to ensure that all of the components of the lesson were covered.

- 1. Introduced students to the Academic Notebook.
- 2. Assigned the writing of two questions about the Critical Focus Question
- 3. Assessed the students' additional questions.

Activity 1.2

What do historians do? Reading for Context and Corroboration, and Introduction to the Task (Approximately 15 minutes)

Overview: Students will begin thinking about the work of historians and record their reflections on what historians do. This becomes important as students begin to learn to examine documents with the same critical eye as historians.

College and Career Readiness Standards: History/SS Reading – 1; History/SS Writing – 6

Show slide 8 to introduce title slide for Activity 1.2 What do historians do?

Show slide 9. Students should have their Academic Notebooks out and available.

Begin by projecting Exhibit 2:1 “What do historians do?” Direct students to think about this for a moment then write their answers in the box provided under Lesson 1, Activity 2, Exhibit 2:1. **Advise students to really think about this for a minute or so before writing their answers.** Give adequate time for them to complete this task. Some students may need encouragement as many will claim they do not know. Ask students to share some of their responses and write on the board (on the PowerPoint under the question, if Smartboard is available).

Show slide 10. Discuss.

Assessment

Outcome 2:

Students will understand the work of historians.

Evaluation Rubric			
Demonstrates understanding of the work of historians.	No	Somewhat	Yes
Writes a reflection on historians’ work.	No	Somewhat	Yes
Writes in reasonable prose.	No	Somewhat	Yes
Total Points	9		

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Reviewed and discussed the work of a historian?
- 2. Checked student responses in the Academic Notebook.

Activity 1.3

**Reading Like an Historian: What kinds of documents do historians read?
(Approximately 35 minutes)**

If the optional activity of including an introduction to media center resources is used, lesson will take 50 minutes.

Overview: Students will be introduced to the types of documents used by historians.

College and Career Readiness Standards: History/SS Reading – 1,6; SS History/SS Writing – 6

Teacher note for this activity: Assistance of the school media specialist and/or a trip to the media center would be useful for this lesson.

Slide 10. Title Slide for Activity 1.3: “Reading Like a Historian”

Slide 11. Discuss types of documents with students. Be sure to discuss Internet sources. (Note: if not utilizing the media center and specialist for this activity, be sure to have available your school’s protocol and instructions are for accessing safe search engines. Most districts have a designated ‘safe’ search engine (for example, in Georgia the GALILEO engine is used.) Be sure to explain documents such as portraits made during a subject’s life from a ‘live’ sitting, maps, etc. Even though in Unit 1 students will be using only the texts that are provided as part of the instruction for this unit, in Unit 2 they may be researching and finding some of their own sources and will be extensively using the Internet. If not available (or if time constraints prevent it), this visit to the media center should be planned for Unit 2.

Show slide 12 and say, **Historians operate very much like detectives. When looking for and examining sources, they have to look for bias and then try to corroborate whatever evidence they find. “What do ‘bias’ and ‘corroboration’ mean?”**

Discuss these terms and develop a clear understanding of the two words. **Possible examples could include a former president who wrote an autobiography about his accomplishments as president. He would likely be biased in his evaluation of his own presidency since he would naturally want his administration to be remembered in the best possible light. A historian would look at the claims made in this autobiography and try to corroborate, or verify his claims with evidence from other sources.** Review the types of sources that historians use: primary, secondary. Give examples and explain. Refer to the Academic Notebook Lesson 1.3. Model the first source (the diary of Anne Frank) with the students. Working individually or in pairs, students will continue to complete the graphic organizer in the Academic Notebook, classifying document sources.

Direct students to their Academic Notebooks to finish categorizing sources assessment activity. Give students a few minutes to complete this part of the activity, and then have them share their answers. You might need to provide some scaffolding for this. After the first modeled example, attempt to lead them to the answer by directed questions rather than by giving them the examples.

Assessment

Outcome 3:

Students will distinguish between primary and secondary sources and identify the strengths and potential problems of each.

Evaluation Rubric			
Student distinguished between between primary and secondary sources.	No	Somewhat	Yes
Provided details of positive and negative aspects of primary and secondary sources.	No	Somewhat	Yes
Total Points	6		

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Explained to students the different types of resources.
- 2. Modeled the first example for the students.
- 3. Gave the students adequate time to do the categorization activity in their Academic Notebooks.
- 4. Checked student responses for accuracy and give support where needed.
- 5. (Optional) Brought in the school media specialist to assist students in finding reliable resources in the stacks and on the Internet. If the media specialist was not available, assisted the students in determining which sources would be acceptable for valid research.
- 6. Reviewed student responses and assigned the correct number of points for each correct response, and clarified when/where needed.

Activity 1.4

Introducing the Writing Task (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Writing – 1, 4

Slide 15. Title Slide Introducing the Prewriting Task: Writing an Informational Essay. Read the slide aloud with the students and review the Essential Question and task.

Slide 16. Say, **Today we are going to start looking at the steps we need to take to start answering the Essential Question (also called the Critical Focus Question). What do you predict will be required to write an historical explanatory essay? Answers might include documents, the question, some knowledge of the topic, etc. What concerns do you have as you prepare for this writing task?** Often students experience some anxiety when writing essays. **In this unit, we will take you through every step leading up to the final essay so you will learn how to write this kind of essay.**

Show slide 17. Elements of the Question. Lead students through the slide. Say, **Look at the Essential Question that is under Activity 1.1. Identify the topic (World War II), then the key words (extreme actions).** Depending on the skill level of the students at this point, you may have to spend some time getting students to arrive at the key elements of the question. If a smart board is available, allow students to underline their choices and discuss. The class should eventually arrive at the correct answers.

Show slide 18. Divide students into partners or small groups. Say, **All well-written essays involve planning. Everything we will do in this unit will focus on material that will provide the background for answering this question. Take a few minutes to think about the topics we have covered in this unit and think about how some of them could be used to answer this question. For the first part of this activity write down your own ideas in the graphic organizer in your Academic Notebook without discussing with anyone else. We will discuss our ideas with a partner or your group later.** Set a timer or stopwatch and allow students at least five minutes to consider information that could be used to possibly answer the prompt. Stress to them that they are just brainstorming right now, that they will not necessarily use all of the information they may come up with. When the five minutes are up, say, **Now, with your partner/group, share and discuss your ideas. You may add new information that your partner(s) thought of in your graphic organizer.**

Show slide 18, Answering the Question. Advise students, **One of the most common mistakes that students make when writing historical essays is that they do not answer the question. High school students still make this mistake. Let's go back and look at the question one more time. Look at the key words we identified. Also look at what the question is asking you to do. For example, "Analyze" would not mean the same thing as "Describe."** Since you are just learning the skill of writing historical essays, this prompt is fairly simple. It is asking you to compare and contrast the political,

social, and economic motivations of the three major powers of World War that resulted in the extreme actions these countries took. You will have to support what you believe were the motivations and reasons with evidence from reliable sources, which in this unit will be provided for you. You will then compare and contrast these motivations. You will be given instruction in how to compare and contrast as well as the other skills that will be needed to effectively answer the question and complete the task. We have spent this unit working towards this goal and the lessons you complete in your Academic Notebook will help you complete this final assignment for this unit.

Now, looking over the ideas you wrote down during the brain storming session we just completed, try to link the ideas you wrote down with the key words we identified in the prompt. When you have finished, look for any themes and write them down in the next section of your graphic organizer.

Show slide 19. Review the questions on the slide with the students. Ask students if they have questions. Also ask them to write down what questions they will need to have answered before writing the essay.

Assessment

Outcome 5:

Students understand the writing task that will be the culminating task for the unit.

Evaluation Rubric			
Participates in the discussion through valid questioning and relevant commentary.	No	Somewhat	Yes
Writes questions that they have about the assignment that are valid and thought-provoking.	No	Somewhat	Yes
Brainstorms possible information needed to write the essay.	No	Somewhat	Yes
Total Points	9		

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Introduced the writing task.
- 2. Reviewed the key words in the task.
- 3. Conducted a brainstorming exercise on possible responses to the topic.

Activity 1.5

Reading Historical Texts (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2, 4, 6; History/SS Writing – 6, 9

Overview: In this activity students will read four texts: three for context, and one primary source document. Students will be introduced to the historical vocabulary. They should read in pairs or in groups of three. They will analyze the documents for historical information and significance. This activity is designed to be carried out as a collaborative activity but could be done individually at the teacher’s discretion.

Show slide 20, Activity Title Slide – Reading Historical Texts. Introduce the topic and review the types of historical texts we have looked at in previous activities.

Show slide 21. Say, **What might be some potential problems with reading historical texts?** Discuss with students. Remind students of the ‘detective’ nature of historical inquiry.

Show slide 22. Review the terms with students: (bias, corroboration, primary sources, secondary sources)

Show slide 23, Activity Explanation and Objectives. **Read the texts with a partner – you may take turns reading sentences or each partner could take a turn reading a document. Look for similarities and differences in the texts. Discuss your findings, then record them in your Academic Notebooks. Be sure to identify the types of documents you are reading.**

Show slide 24, Texts and Directions to Complete Academic Notebook. Refer to and explain the graphic organizer in the Academic Notebook before beginning the text readings. Circulate around the room to check student work. Don’t allow students to go too far if they are not completing the graphic organizer correctly.

Show slide 25. When this activity is completed, have students share their findings. Read aloud the questions on the slide and discuss with students.

Show slide 26. Complete reflections with students. **Find the place in your Academic Notebook to write your reflections about this activity. Go back to your original entry about what historians do, and revise your answer.**

Show slide 27. Ask students if they have questions about the activity.

Assessment

Outcome 4:

Students read documents and texts in historical context.

Evaluation Rubric – The first four boxes and suggested points are a method for scoring this assignment.	
Correctly cites each document and the country or countries identified in the document.	Award 2 points for each document with correct citation and country or countries identified (total 8 pts)
Correctly identifies a political issue from each document.	Award 2 points for a correctly identified political issue in each document (total 8 pts)
Correctly identifies an economic issue from each document.	Award 2 points for a correctly identified economic issue in each document (total 8 pts)
Correctly identifies a social issue from each document.	Award 2 points for a correctly identified a social issue in each document (total 8 pts)
Develops questions for the teacher.	No Somewhat Yes (maximum 6 pts)
Writes a reflection after reading the citations.	No Somewhat Yes (maximum 6 pts)
Writes a reflection about conducting research.	No Somewhat Yes (maximum 6 pts)
Writes reflection are written in reasonable prose.	No Somewhat Yes (maximum 6 pts)
Total Points	56

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Introduced and explained the Academic Notebook?
- 2. Checked for Academic Notebook completion, including completion of graphic organizers.
- 3. Had students revise their “What Historians Do” statements.
- 4. Had students read and identify the texts with a partner.
- 5. Had students complete the final reflection.

Lesson 2

Connecting Vocabulary and Annotating a Text – Hitler Youth

Overview

In this activity students will be introduced to disciplinary vocabulary and will learn how to annotate texts. Students will read for details and make inferences. Students should be looking for source evidence that is used to understand the purpose and impact of the Hitler Youth. And, with all texts introduced, students should continue to look for evidence to support a response to the essential question and the writing task.

Outcomes

1. Students participate in discussions about visual information from a historical period.
2. Students develop questions in response to the texts.
3. Students develop disciplinary vocabulary with real-world connections.
4. Students annotate a text using a prescribed format.
5. Students read for details.
6. Students develop the skills to read a text to make inferences and predictions.
7. Students annotate texts to draw conclusions from the reading.

College and Career Readiness Standards (CCRS)

Reading

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing

- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LDC

Skills Activity List

Skill Cluster 1: Preparing for the Task

1 Task Engagement

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests and concerns

Skill Cluster 2: The Reading Process

1 Essential Vocabulary

Ability to identify and master terms essential to understanding of a text

2 Note-Taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

3 Organizing

Ability to prioritize and narrow supporting information

Skill Cluster 3: Transition to Writing

1 Organizing Thinking

Ability to organize notes for writing

2 Understanding the Reading

Ability to demonstrate analysis of reading

Materials

- Academic Notebook
- Hitler Youth video clip (<https://www.youtube.com/watch?v=J9DXFarnFoQ>)
- Lesson 2 PowerPoint “Nazi Youth Movement”
- Text excerpt from *Glencoe World History*
- Sample annotated text handout
- PowerPoint “How to Annotate a Text”
- Text excerpt from “The Hitler Youth: Sons of the Fuhrer”

Time Frame: 225 minutes

Activity 2.1

Warm-Up (Approximately 50 minutes)

Overview: In this activity, students will be introduced to the topic of Hitler Youth and will develop an understanding of the significance of the youth in the Nazi cause and how they contributed to the spread of fear in Europe.

Teacher’s Notes: This lesson will engage students in discussions about the Hitler Youth. As they view the slide presentation, ask questions to capture students’ attention and to encourage them to think critically. Before the lesson, review with students the essential questions and task. Remind students to look for information that would help them answer to the essential question and to complete the task.

Critical Focus Question: What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

After reading **primary and secondary sources on the political, economic, and social motivations contributing to WWII**, write an **informational/explanatory essay** in which you compare and contrast **the political, economic, and social motivations that led to the extreme actions of the United States, Germany, and Japan during WWII**. Support your discussion with evidence from the texts.

College and Career Readiness Standards: History/SS Reading – 1, 4; SS History/ Writing 10, S&L – 1, 4

Targeted Vocabulary

Eradicated Nazism Ideology Inferior Glorification

Introduce the lesson by asking, **“What do you think the Hitler Youth might have been?”** After students give answers, show the YouTube video clip Hitler Youth (<https://www.youtube.com/watch?v=J9DXFarnFoQ>). Now ask students the question again, **“What do you think the Hitler Youth were?”**

After a brief discussion of the question, begin the slide presentation “The Nazi Youth Movement.”

Show slides 1-4, Historical Background. Read and explain each slide to students and answer any questions they may have. Remind students to be taking notes from the PowerPoint on the details about Hitler Youth.

Slide 5. Ask, **What do you think the youth are becoming?** (soldiers, loyal, friends)

Slide 6. Review slide and have students orally answer the question at the bottom of the slide. Discuss.

Slide 7. Ask, **Why do you think the poster would attract the German youth?** Discuss possible answers. (She looks happy, smiling, healthy, has enough to eat.)

Slide 8. Review slide with the students and say, **Find activity 2.1 in your Academic Notebooks. Write two questions you have about the facts on the slide.**

Slide 9. Show slide and explain to students that the first pledge is by the age of ten. Ask, **Do you think a 10-year-old would understand the significance of taking such**

**an oath? How is this oath the same or different from the Pledge of Allegiance?
How is the country’s flag represented?**

Slide 10. Review the information on the slide and have students figure out what percent of youth were in the Hitler Youth in 1939. (7,300,000 is ___% of 8,900,000. (7,300,000/8,900,000 = _____ %) (82%))

Slides 11 and 12. Review slides and have students answer the question at the top of slide 11.

Slide 13. Ask, **How would you feel being a part of the Hitler Youth?** Let students express their ideas but use teacher discretion in managing the discussion. **Can you think of any other organizations that people may want to join that would have similar activities as listed?**

Slides 14 and 15. Discuss slides with students and have them answer questions on the slides.

Slides 16 and 17. Review both slides, asking students for each, **What do you notice about the slides?** (Youth are very orderly, organized, infer that they are obedient, good soldiers)

Assessment

Outcome 1:

Students participate in discussions about visual information from a historical period.

Outcome 2:

Students develop questions in response to texts.

Evaluation Rubric			
Participates in the discussion through valid questioning and relevant commentary.	No	Somewhat	Yes
Writes questions that he or she has about the text that were valid and thought-provoking.	No	Somewhat	Yes
Total Points	12		

Activity 2.2

Making Vocabulary Connections (Approximately 50 minutes)

Overview: In this activity students will be introduced to disciplinary vocabulary and will begin to connect terms to background knowledge. Students will then read a text and determine vocabulary meaning through context.

Teacher’s Notes: For this activity students should work in pairs. It could also be completed as a whole group or individually. There is no PowerPoint for this activity.

College and Career Readiness Standards: History/SS Reading – 1,2,4; History/SS Writing – 9, 10; History/SS S&L – 4

Student pairs will review the vocabulary list and discuss possible meanings of each word. In the column What I Think, students will write definitions, synonyms, or words/phrases, or draw a picture to represent what they think the vocabulary terms mean. Tell students, **With a partner, read each vocabulary term and discuss possible meanings. Write or draw what you think each word means in the column entitled ‘What I Think’ on the Vocabulary Connections sheet.** Read over each word with the students. Provide students with enough time to discuss each word and to write or draw a definition.

Next, with your partner, scan the text and circle the vocabulary words from your list. As you scan the text, mark words that you don’t know with a star (*).

While reading the text, students will discuss (after 2–3 terms) possible contextual meanings for the vocabulary terms. In the column, “What I Learned,” students will write definitions, synonyms, or words/phrases, or draw a picture to represent what they now interpret the vocabulary terms to mean.

With your partner, you will now do a close reading of the text. After reading each section, stop and discuss what you now think the words mean. Partners do not have to agree on a meaning, but rather make their own determination based on the context.

Write or draw the definition of the words based on what you have learned about the vocabulary in the What I Learned column of the Vocabulary Connections sheet.

Once students have read the text and written definitions for the vocabulary terms, they will categorize them. Student pairs will determine three or four categories that the terms fit into; for example, People, Places, Ideas, Feelings, or Actions. Then students will place the terms in the corresponding columns. Say, **Working with your partner, you will now group the vocabulary terms into categories. Look over each word and its definition and decide which words are similar or are connected to each other in some way. Using the category chart, group the words into three or four categories, write them in the columns, and give each category a title. How do the words connect? What makes them connect?**

After students have created their categories, have them share out with the class and discuss how they chose their categories.

After sharing, students summarize what they have learned, using the vocabulary terms and the connections they have made. **Write a three- to five-sentence summary using the vocabulary terms to connect what you have learned. (This could be completed as a homework assignment.)**

Assessment

Outcome 3:

Students develop disciplinary vocabulary with real-world connections.

Evaluation Rubric			
Completes vocabulary graphic organizer and defines terms.	No	Somewhat	Yes
Discusses real-world connections to vocabulary	No	Somewhat	Yes
Categorizes the vocabulary terms.	No	Somewhat	Yes
Writes a summary based on what he or she learned from the activity and includes text based evidence for support.	No	Somewhat	Yes
Total Points	24		

Activity 2.3

Model Annotating a Text (Approximately 50 minutes)

Overview: In this activity students will be introduced to annotating a text.

Teacher’s Notes: This activity could be completed with partners or individually.

College and Career Readiness Standards: History/SS Reading – 1,4; History/SS Writing – 10

Slide 18, Introduction of “How to Annotate a Text.” Instruct students to turn to the Sample Annotated Text in their Academic Notebook. Review the examples that follow and walk students through each step of the process. Have students annotate the text along with the presentation. (Students should trace over the annotations provided.)

Slide 19. Students circle the vocabulary and star the unknown words. If there are other words the student does not know, he or she should star the word and find the definition. **Are there any words not marked that you are not familiar with or do not know? If so, put a star by the word and write the definition in the margin.**

Slide 20. Have students read the text. (Students can take turns reading or read independently. You read the text to the class and have students follow along.)

Next, ask students, **Why do you think “teenagers would spend months working on a farm and practicing military discipline, helped members bond and shored up their belief in the Nazi cause” was underlined as an important detail.** (Answers will vary and may include “to show what the children had to do, to describe what their life was like.”)

Slide 21. After explaining the previous slide and discussing the questions that are noted about the text, ask student pairs to develop one additional question to annotate on the text. Ask, **After reading the text, come up with one question that you have about the text. Be sure to use the annotation techniques that you learned from the PowerPoint.**

Slide 22. Explain the slide and ask students, **Was there anything that surprised you about the text? If so, use annotation to identify that part of the text?**

Slide 23. Explain the slide to students, and demonstrate how to make connection. Ask students, **Can you make any connections between the text and yourself, something you have read or have seen on TV or the computer, maybe a connection with an experience you have had or something that is going on in the world today? If you can make a connection, use annotation techniques to show your connection.**

Slide 24. Review all annotation techniques with students.

Slide 25. Leave this slide projected and have students go to the Guided Practice I in their Academic Notebooks. Instruct students, **Now you are going to work with your partner to annotate a text using the techniques you have learned. Be sure to follow the steps outlined on the review slide.** You may want to call out each step and have students annotate as a whole class, or they may allow student partners to work independently to complete the task. Provide as much assistance as students need until they are comfortable with the procedures. Once students have completed the Guided Practice, move on to the next slide.

Have individual students come to the board and demonstrate their annotation skills (Start with circling and starring words. Have students take turns circling a vocabulary word or starring a word they do not know. Have students write definitions and then move through each step until all parts have been annotated. A Smartboard would work well for this activity.).

26. Source slide

ANNOTATIONS

1. Students should circle the words, **Germany** (One of the Axis powers, ruled by Adolf Hitler), **Hitler** (Def – Adolph Hitler, the political leader of Nazi Germany, Chancellor of Germany), **Nazis** (Def – people who are members of Hitler’s National Socialist political party of Germany).
2. Words that could be starred, **cultivate** (Def – to develop, grow, or foster), **loyal** (Def – faithful or committed), **indoctrination** (Def – to teach a set of beliefs; brainwash), **propaganda** (Def – the deliberate spreading of information or ideas to help or harm a person, group, movement, institution, nation), **vetted** (Def – appraised, verified, or checked for accuracy, authenticity, validity), **disloyal** (Def – not loyal; faithless; treacherous).
3. Important details are, **Nazis were aware that education would create loyal Nazis by the time they reached adulthood, teachers had to be vetted by local Nazi officials, and children were encouraged to inform if there teachers said something that did not fit in with the Nazis’ curriculum for schools.**
4. Questions students may have are, **What would happen to a teacher if a student informed on them, would they just be fired?**
5. Surprises students may have, **answers may vary.**
6. Connections - **Student connection will vary but they should have at least one.**

Assessment

Outcome 3:

Students begin to develop disciplinary vocabulary with real-world connections.

Outcome 4:

Students annotate text using a prescribed format.

Evaluation Rubric			
Uses context clue to develop understanding of disciplinary vocabulary.	No	Somewhat	Yes
Effectively makes real-world connections to disciplinary vocabulary.	No	Somewhat	Yes
Successfully uses annotating techniques with modeling.	No	Somewhat	Yes
Total Points	9		

Activity 2.4

Annotating with Prompts, Inferring, and Reading for Data (Approximately 30 minutes)

Overview: Students will annotate a text with prompts. Students will read the texts and answer question requiring them to make inferences or to use details from the readings.

Teacher's Notes: This activity should be completed with student partners. This will allow students to ask questions, compare annotations, and provide feedback to each other. This could be done individually or in small groups at teacher discretion. There is no PowerPoint for this activity.

College and Career Readiness Standards: History/SS Reading – 1, 2, 4, 10; History/SS Writing – 9, 10; History/SS S&L – 1

Instruct students to turn to Guided Practice II in their Academic Notebooks.

Begin by projecting slide 24 on the board and reviewing the steps to annotating a text with the students. Leave the slide up while students practice annotating the texts in this activity.

Next, explain to students that they will be annotating two texts. Say, **You are going to annotate two texts. After you annotate each text you will answer a set of three questions. The first set asks you to infer. Who can tell me what it means to infer or make an inference?** (Wait for students to respond. *If students respond correctly, provide some examples.*) **For example, if you are smiling I can infer that you are happy; if I see smoke I can infer that there is a fire.**

The second set of questions requires you to use specific evidence from the text to answer the question.

Once the activity is completed, review correct annotations and answers to the questions with students.

Provide students an opportunity to discuss their answers in a whole group setting, especially their questions and connections.

Annotations: Membership Increases

1. Students should circle the words **Hitler Youth** (Def – organization of German youth started by Adolph Hitler), **Hitler** (Def – Adolph Hitler, the political leader of Nazi Germany, Chancellor of Germany), and **Nazis** (Def – people who were members of Hitler’s National Socialist political party of Germany).
2. Words that could be are starred, **banned** (Def – to prohibit or forbid something, to not allow) and **decree** (Def – an official order by a legal authority).
3. Important details are, **Nazis banned competing youth organizations, issued a decree requiring all German youth aged 10 to 18 to join the Hitler Youth, and 90 percent of the country’s young people belonged to the Hitler Youth.**
4. Questions students may have are, **What did the children do after the war was over? How did parents react to the decree?**
5. Surprises students may have are (answers may vary), **the rate that membership in the youth increased, the banning of other groups.**
6. Connections – **Student connections will vary, but they should have at least one.**

Question Answers: Membership Increases

1. To keep children from being influenced by groups that did not believe in the Nazi ideology.
2. So they could begin spreading the Nazi ideology before the children had been influenced by someone or something else. Children had not formed lasting opinions or beliefs yet.
3. Answers will vary.

Annotations: Serving the Reich

1. Students should circle the words **Hitler Youth** (Def – organization of German youth started by Adolph Hitler), **ideology** (Def – political ideas or beliefs), **Jews** (Def – a group of people who practice the religion Judaism; descendants of Biblical Hebrews), **glorification** (Def – honor, praise or admiration), **Hitler** (Def – Adolph Hitler, the political leader of Nazi Germany, Chancellor of Germany).
2. Words that could be starred are, **Reich** (empire or nation), **indoctrinate** (to teach a set of beliefs; brainwash), **curricula** (courses taught in school), **eagerly** (with great excitement or interest) and **air raid warden** (someone with specific duties during an air raid, such as directing people to shelters).
3. Important details are, **indoctrinated young Germans with the Nazi ideology – hatred of Jews, glorification of the German Nation, and worship of Hitler; the youth kept an eye on teachers; young men eagerly signed up for the military, youth on the home front collected scrap metal, served as air raid wardens, and helped wounded soldiers.**

4. Questions students may have are, **Why did youth need to keep an eye on the teachers? Why would young men want to sign up for the military if they knew they could die?**
5. Surprises students may have, **answers may vary.**
6. Connections - **Student connection will vary but they should have at least one.**

Question, Answers – Serving the Reich

1. Hatred of Jews, glorification of the German nation, and worship of Hitler.
2. To collect scrap metal, serve as air raid wardens, and help wounded soldiers.
3. It was successful because young men eagerly signed up for the military.

Assessment

Outcome 4:

Students annotate texts according to a prescribed format.

Outcome 5:

Students read for details.

Outcome 6:

Students develop the skills to read a text and make inferences.

Evaluation Rubric			
With a partner, reads and annotates texts with prompts.	No	Somewhat	Yes
Provides at least one detail from the text through questioning.	No	Somewhat	Yes
Makes at least one inference and/or prediction about the text.	No	Somewhat	Yes
Total Points	18		

Activity 2.5

Annotating Independently, Drawing Conclusions and Making Predictions (Approximately 45 minutes)

Overview: In this activity, students will annotate a text independently and without prompts. Students will draw conclusions from the texts they have read and make a prediction to answer a question.

Teacher’s Notes: This activity should be completed independently to determine each student’s level of understanding of annotating. At your discretion, this activity could be completed in pairs or students could share with a partner after completing the activity independently.

College and Career Readiness Standards: History/SS Reading – 1, 2, 4, 10; History/SS Writing – 9, 10; History/SS – S&L 1, 4

Begin with students referring back to the vocabulary from Activity 2. Review words and definitions. Answer any questions students have about the terms.

Next, have students **turn to the text excerpt from “The Hitler Youth: Sons of the Fuhrer.”**

Have them re-read the text independently and mark, circle, and star any words they may have missed on the previous read.

Say, **I know you have read this text before but I want you to re-read the text and continue the annotation process. Remember the six steps. You should have steps one and two completed but check back over the text. Then complete the last four steps.**

Once students have completed the annotations, discuss the vocabulary definitions and the words the students marked as unknown.

Allow students to share some of their questions, surprises and connections with each other.

Once text has been discussed and students’ questions answered, say, **Now you are going to complete an activity that will require you to draw a conclusion and make a prediction. Can anyone tell me what it means to draw a conclusion?** Explain what it means to draw a conclusion or reaffirm a student’s explanation and provide examples. Next ask, **Who can tell me what it means to make a prediction.** Explain what it means to make a prediction or reaffirm a student’s explanation and provide examples.

Once students understand drawing conclusions and making predictions, introduce them to the Drawing Conclusions and Predicting summary task.

Read the Unit Essential Question with the students, you may want to review information from Lesson 1.

After review, read the Prompt with the students. Explain each part of the prompt and what is expected of the students.

Read and explain the directions to the students.

Once the activity is completed, have students share with a partner their conclusions and predictions. Students could then share out as a whole group.

Annotations

1. Words that should be circled are the words from the vocabulary connection activity.
2. Words that could be starred, **regime, impressionable, devoted, intolerant, opposition, idolize, despise.**
3. Important details are, **Hitler controlled the content taught in the school curriculum and the youth groups; these impressionable children could not escape the ideals and practices of Nazism; this generation of children were devoted to Hitler and the Nazi Regime; Hitler had complete political control of Germany; His police force was completely committed to the cause; Hitler proclaimed that the Jews were responsible for the hardships of the German nation and laws were passed against them.**
4. Questions students may have, **answers may vary.**
5. Surprises students may have, **answers may vary.**
6. Connections - **Student connection will vary but they should have at least one.**

Assessment

Outcome 6:

Students independently annotate a text and draw conclusions.

Evaluation Rubric			
Independently reads and annotates text.	No	Somewhat	Yes
Draw at least one conclusion from the text and provides textual evidence for support.	No	Somewhat	Yes
Make at least one prediction and uses evidence from the text to support those predictions.	No	Somewhat	Yes
Total Points	18		

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Academic Notebook Completed for Lesson 2
- 2. Viewed Nazi Youth PowerPoint.
- 3. Viewed Annotating a Text PowerPoint.
- 4. Each lesson assessment completed.

Lesson 3

Compare/Contrast and Analyzing Documents, Photos, and Cartoons

Topic/Controlling Idea

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

Overview

In this activity students will be introduced to strategies for note taking, in addition to strategies for analyzing documents, texts, maps, political cartoons, photos, graphs, and charts.

Outcomes

1. Students demonstrate the ability to describe actions in text.
2. Students demonstrate the ability to write questions related to texts.
3. Students demonstrate the ability to formulate questions that are not answered by the text.
4. Students demonstrate the ability to determine details from texts.
5. Students demonstrate understanding of the Cornell Note taking system.
6. Students demonstrate the ability to summarize information from notes.
7. Students demonstrate understanding of annotation techniques.
8. Students demonstrate the ability to analyze primary and secondary sources.
9. Students demonstrate the ability to compare and contrast documents

College and Career Readiness Standards (CCRS)

Reading

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 6 Assess how point of view or purpose shapes the content and style of a text.

Writing

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Skill Cluster 1: Preparing for the Task

1 Task Engagement

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests and concerns

Skill Cluster 2: The Reading Process

2 Active Reading

Ability to select appropriate texts and understand necessary reading strategies needed for the task

3 Essential Vocabulary

Ability to identify and master terms essential to understanding of a text

4 Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

5 Organizing

Ability to prioritize and narrow supporting information

6 Academic Integrity

Ability to use and credit sources appropriately

Skill Cluster 3: Transition to Writing

1 Bridging

Ability to move smoothly from reading to writing

2 Organizing Thinking

Ability to organize notes for writing

3 Understanding the Reading

Ability to demonstrate analysis of reading

Skill Cluster 4: Writing Process

4 Prewriting

Ability to organize ideas in logical format including creating a controlling idea and focus for the writing

Materials

- Academic Notebook
- “Japs Declare War on U.S. – Attack Hawaii” headline photo
- “Lesson 3” PowerPoint
- Compare and Contrast video <https://www.youtube.com/watch?v=dyYzXITNt4E>

Time Frame: 325 minutes

Targeted Vocabulary

- Occupy
- Internment
- Annotate

Activity 3.1

Warm up: Japanese Declare War on U.S. – Attack Hawaii (Approximately 30 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2; History/SS Writing – 2, 4, 9, 10

Overview: In this activity, students will read a headline about the attack on Pearl Harbor. They will describe the action portrayed in the headline. They will also develop questions not answered by the headline. They will make predictions about the motives for the attack, political, economic, and social.

Teacher’s Notes: This lesson could be completed independently, with a partner or in small groups. A partner or small group setting would allow students the opportunity to get and provide feedback during the activity. Also, review with students, before the lesson, the essential questions and task. Remind students to look for information that would help them answer the essential question and complete the task.

Essential Question/Controlling Idea: What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

After reading **primary and secondary sources on the political, economic, and social motivations contributing to WWII**, write an **informational/explanatory essay in which you compare and contrast the political, economic and social motivations that led to the extreme actions of the United States, Germany, and Japan during WWII**. Support your discussion with evidence from the text(s).

(No PowerPoint yet) Begin by **reviewing the essential question and task with students by referring them to Lesson 1.1 in their Academic Notebooks**. Ask students, **What type of information are we looking for in this lesson to complete our task?** Students should respond with information related to the political, economic, and social motivations for WWII, examples of the extreme actions taken by the United States, Germany, and Japan, and comparisons between the countries.

Show slide 1. Japs Declare War on US headline on the board. Refer students to Lesson 3 in the Academic Notebook to see a copy of this headline. Read the entire headline to the students.

Ask students, **Based on the headline, what is happening?** Give students an opportunity to verbalize what they believe is happening. **Who is involved?**

Next, ask, **Why do you think this is happening?** Answers will vary. Allow students to give any plausible answer. Ask, **Do you think there were political, economic, or social motivations for this attack?** Allow students to share with a partner or as a whole group.

Instruct students to reread the headline silently.

After students silently read the headline, say, **In your Academic Notebook turn to Lesson 3 Activity 1: Warm-Up Activity. You will describe four actions that are taking place in the headline we just read. Look at the headline in your Academic Notebook. Underline or circle actions that are happening. For example, one action I see is “Japs occupy U.S. owned Wake Island.” What do you think it means to “occupy?”** Give students an opportunity to answer, and affirm correct answers, but if no correct answer is given, explain what it means for the Japanese to occupy the island.

Then instruct students to write their four actions in the space provided in their Academic Notebook. Walk around the room to monitor student progress. It may be necessary to explain what you mean by actions.

Once students have completed activity, have them pair up and compare lists. After students compare, you could have students share as a whole group.

Next, say, **Are there questions you have about the attack that were not answered in the headline? Take a few minutes and think about it.** Then say, **I want you to write three questions you have about the attack on Pearl Harbor that could not be answered by the headline.** Give students time to formulate questions. You might remind them to be thinking about the political, economic, and social motivations.

Then have individual students share their questions. Write some of the questions on the board or easel paper and then ask students to make predictions about the answers.

Assessment

Outcome 1:

Students describe actions in text.

Outcome 2:

Students write questions that are related to texts.

Outcome 3:

Students formulate questions that are not answered by the text.

Outcome 4:

Students determine details from texts.

Evaluation Rubric			
Clearly describes four actions that were supported by the text.	No	Somewhat	Yes
Uses adequate text detail to support writing descriptions.	No	Somewhat	Yes
Writes three questions that are not answered from the reading.	No	Somewhat	Yes
Total Points	18		

Activity 3.2

Vocabulary and Modeling Note Taking (Approximately 75 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2, 3, 4; History/SS Writing – 2, 9, 10; History/SS S&L – 1, 4

Overview: In this activity students will develop content vocabulary and take notes using a Cornell note-taking system. Note-taking skills are modeled and students practice with prompts.

Teacher’s Notes: This activity should be completed as a whole group. Model and walk students through the process of note taking. At your discretion, this activity could be completed in pairs. Also, review with students before the lesson, the essential questions and task. Remind students to look for information that would help them answer the essential question and complete the task.

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast the political, economic and social motivations of the United States, Germany, and Japan that led to the extreme actions taken during WWII. Support your discussion with evidence from the text(s).

Begin by reminding students of the essential question and the task to be completed at the end of the unit.

Then say, **How do you think the text “War in the Pacific” relates to the essential question? What were the political, economic, and social motivations that led to the extreme actions of the United States, Germany, and Japan during WWII?** Give students an opportunity to verbalize their thoughts about the text. Ask, **Do you think the motivations were more political, economic, social, or a combination?** Allow students to express their opinions.

Show slide 2, the vocabulary slide. Ask students **to look over the terms**. Ask, **Have you heard any of these words before?** If they have, ask students where they have heard them and **to make connections to the terms**. (Refer back to Lesson 2 for making connections.)

As partners, have students scan a sample text reference to the war in the Pacific. Remind them to annotate as they scan. Say, **With your partner, I want you to scan a sample text entry on the war in the Pacific and complete the first step in annotation; circle the vocabulary terms and star unknown or confusing words**. Review annotating skills from Lesson 2 if necessary. (*Circle vocabulary words, star unknown words, underline important details, use a question mark for questions, an exclamation mark for surprises and to mark connections they have to the text.*)

Next, have student pairs read the text together. As they read, have them write the context definitions to the terms in the box next to each word. Also, have students identify other words they do not know and write them in the boxes in the corners. (Some words have already been placed in the corners.) Students should try to determine their meanings based on context as well. Say, **With your partner, I want you to closely read the text, write in context definitions to your vocabulary words, and write**

the unknown words in the corners. Notice that some words have already been written. Write what you think may be the definition of these words.

Then after you write all the definitions I want you to complete the remaining steps to annotate the text. (Review skills if necessary.) **I want you to look closely for details or inferences that will help you to answer the essential question.**

Once students have read the text and written the definitions, have student pairs share/compare their definitions with a neighboring pair. Come back as a whole group and discuss the definitions by allowing students to share with the whole class. Reinforce correct definitions and correct misconceptions. Also ask students questions related to the essential question. Say, **Did you notice any information that could be related to political, social, or economic motivations?** Give students an opportunity to respond. Next say, **Did you find any information on extreme actions taken by one of the countries?** Give students time to respond.

Next explain to students that they are going to learn a technique for taking good notes.

Begin by asking students, **What should you write down when taking notes?** Allow students to provide examples of what they think they should write for notes. Some answers may include main ideas, key points, supporting evidence, details.

Show slide 3, the introduction to Cornell method of note taking. Read the slide and explain **good notes are clear and understandable.**

Show Slide 4. Explain that **Cornell note taking is a highly organized way to take notes. Make sure students have a piece of paper and a pencil. Stress to students that Cornell Notes has been researched and has proven to be effective in helping students to understand and learn material.**

Slide 5. **Instruct students to divide their paper the way it is shown on the slide. Have them put the subject and date at the top of the paper.**

Slide 6. **Explain how Cornell Notes works and have students write NOTES and KEY POINTS on the section of their paper that is shown on the slide. Make sure students understand that when taking notes they should NOT copy every word or write in complete sentences, but should write down what is important. And they should abbreviate when possible.**

Slide 7. Students should understand, that when taking notes, they are only writing in the right column. Once they have finished taking notes, they should read over their notes and pull out main ideas and important concepts and put these in the left column.

Slide 8. **The summary section should reflect the main ideas they wrote in the right column.** Give any clarifications and explanations necessary.

Slide 9. **When studying, focus on reading the notes in the right column, the concepts on the left, and their summaries below. The right column is where all the important information from the text should be.**

Once students have been taught to take notes, the steps should be modeled for the students.

Students should have the sample text on hand. Tell students, **We are going to read the sample text and take notes using the Cornell method that we learned.**

Student pairs should work together. Begin reading the text one paragraph at a time. At the end of each paragraph, ask students what important notes should be written down.

Example, paragraph 1: **Pearl Harbor was the beginning. Japan taking over islands, Guam, Philippines.** Example, paragraph 2: **Americans led by General Douglas MacArthur, surrendered the Philippines to Japan.** Example, paragraph 3: **Bataan Death March 16,000 deaths** Example, paragraph 4: **Americans could decipher Japanese messages and knew an attack was coming. Chester Nimitz led the Navy into the battle for Midway Island.**

Continue this process until entire text is read. Once students have taken all their notes, have them pick out key points and main ideas for the left column. These main ideas may be political, social, economic, or events. Ask students, **What is the text about, what are the key points and main ideas of your notes? Write these in the left column.**

Next, have students summarize the key points that they wrote in the right column. Say, **Look at the notes that you have written. Do your key points or main idea support answering the Essential Question and task? Take the key points and main ideas that you wrote in the left column and now write them into a summary. Write a three- to five-sentence summary that puts together your notes from the text and provides support for the essential question.**

Explain to students that their summary should provide information that can be used to answer the essential question. Examples might be, politically and economically Japan would have benefited from taking countries in the Pacific; the United States could be hurt economically (trade) if they were shut out of the Pacific. You could make this a discussion topic after reading the text.

Slide 10. This slide gives sources for Cornell Notes, in case teachers or students want more instruction in using the Cornell Notes method.

Assessment

Outcome 5:

Students demonstrate understanding of the Cornell note-taking system.

Outcome 6:

Students demonstrate the ability to summarize information from notes.

Evaluation Rubric			
Notes capture significant information.	No	Somewhat	Yes
Notes paraphrase rather than copy.	No	Somewhat	Yes
Notes use symbols and /or abbreviations.	No	Somewhat	Yes
Notes are accurate.	No	Somewhat	Yes
Student uses context to determine word meaning.	No	Somewhat	Yes
Vocabulary definitions are accurate.	No	Somewhat	Yes
Summary reflects notes and is thorough.	No	Somewhat	Yes
Total Points	21		

Activity 3.3

Vocabulary and Note Taking: Independent Practice (Approximately 45 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2, 3, 4; History/SS Writing – 2, 9, 10; History S&L 1,4

Overview: In this activity, students will independently annotate a text, read closely for vocabulary context, and take notes using Cornell Notes.

Teacher’s Notes: This activity should be completed independently but could be completed in pairs. Review with students before the lesson the Essential Question and task. Remind students to look for information that would help them answer the Essential Question and complete the task.

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast the political, economic and social motivations of the United States, Germany, and Japan that led to the extreme actions taken during WWII. Support your discussion with evidence from the text(s).

Before you begin the lesson ask students if they know what an internment camp is. Say, **Have you ever heard of an internment camp?** Give students an opportunity to respond. Next ask, **What is a concentration camp?** Allow students time to respond. Ask, **Do you think an internment camp and a concentration camp are similar?** Allow for responses. Say, **We are going to read about internment camps. I want you to keep in mind the essential question and the motivations, political, social, and economic, as well as to look for extreme actions taken by the three countries.**

Slide 11. Begin by displaying Japanese-American Internment Vocabulary slide on the board. Say, **I want you to write these words onto the vocabulary activity sheet.**

Next, say, **I want you to scan the text, “Japanese-American Internment” and annotate. Who remembers the steps of annotating?** Allow students to respond and do a quick review. (Lesson 2)

Once students have annotated the text, say, **Now I want you to closely read the text.** As they read have students write the context definitions to the vocabulary terms. Also, have students identify other words they do not know and write them in the boxes in the corners. Students should also try to determine their meanings based on context.

Once students have read the text and written the definitions, have students share/compare their definitions with a neighbor. Come back as a whole group and discuss the definitions by allowing students to share with the whole class. Reinforce correct definitions, and correct misconceptions.

After writing definitions, students should begin writing their notes in the right column on the Cornell note page. Students should write notes from one paragraph at a time.

Walk around the room and monitor students for correct technique or any problems with taking notes. Remind students about the Essential Question. Say, **While you are taking notes pay close attention for details that are related to the political, economic, or social motivations of the countries for going to war. Also, look for extreme**

actions taken by the countries. These details will help you when you get ready to complete the final task.

Once students have written all their notes, have students read over their notes and pick out key points and main ideas and write them in the left column. These should be the main points of the text.

After students have written the key points and main ideas, they should now summarize them in a three-to-five sentence paragraph at the bottom of the note-taking sheet.

Once students have completed the note-taking process, have students to get with a partner and compare their notes.

Ask students, **Does your partner have the same things you wrote or are there differences.** Ask students to share some of their differences and similarities. Ask students why they thought something was important or not important.

Assessment

Outcome 4:

Students demonstrate the ability to determine details from texts.

Outcome 7:

Students demonstrate understanding of annotation techniques.

Evaluation Rubric			
Provides details in notes relevant to answering the Essential Question.	No	Somewhat	Yes
Demonstrates annotation techniques by circling vocabulary words.	No	Somewhat	Yes
Demonstrates annotation techniques by starring unknown or confusing words.	No	Somewhat	Yes
Demonstrates annotation techniques by underlining main ideas and key points.	No	Somewhat	Yes
Total Points	24		

Activity 3.4

How to Analyze and Compare and Contrast Primary Sources (Approximately 100 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2, 3, 4, 6; History/SS Writing – 2, 4, 8, 9, 10; History/SS S&L – 1,4

Overview: In this activity students will begin to analyze primary sources for Historical Context, Intended Audience, Purpose, Point of View, Outside Information, and Source. They will also learn to compare and contrast documents.

Teacher’s Notes: Students should work with a partner to complete this activity. Also, review with students, before the lesson, the Essential Question and task. Remind students to look for information that would help them answer the Essential Question and complete the task.

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

After reading primary and secondary sources on the political, economic, and social motivations contributing to WW II, write an informational/explanatory essay in which you compare and contrast either the political, economic, or social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WW II. Support your discussion with evidence from the texts.

Slide 12. Begin with this introductory slide for the activity. Say, **We are going to learn how to analyze primary sources using historical-thinking skills.**

Slide 13. Explain that the skills that they will use are Historical Context, Intended Audience, Purpose, Point of View, Outside Information, and Source (HIPPOS).

Slide 14. Explain the meaning of Historical Context. Read the questions at the bottom of the slide. Explain that students should ask these questions when looking for historical context.

Slide 15. Instruct students to look at each picture on the slide. (pictures are also in the student Academic Notebook). Say, **What is going on in the cartoon? When is this happening? Where is this happening?** Give students a few minutes to analyze the cartoon. Students should collaborate with their partners. Allow students to share out answers. Ask students, **What evidence in the cartoon supports your answer?** Have students fill in the chart in their Academic Notebook. Ask students to share their evidence with the whole class. Have them repeat the steps for the photograph. Ask the questions, have students share answers, and ask students what evidence supports their conclusions. Have students fill in the chart in the Academic Notebook.

Slide 16. Explain the meaning of Intended Audience. Read the questions at the bottom of the slide. Explain that students should ask those questions when looking for the intended audience.

Slide 17. Instruct students to read the document from slide 17 (this is also found in the Academic Notebook). Once students have read the document, ask the following questions. **Who will see the document? When was the document published? Where was the document published?** Have student pairs brainstorm possible answers to the questions. Allow students to share out answers. Ask students, **What evidence in the document supports your answer?** Have students fill in the chart in their Academic Notebook. Ask students to share their evidence with the whole class.

Slide 18. **Explain the meaning of Purpose. Read the questions at the bottom of the slide. Explain that students should ask the questions when looking for the purpose of a document.**

Slide 19. Instruct students to read the documents from slide 19. (These are also found in the Academic Notebook.) Once students have read the documents, ask the following questions. **Why did the author create the document? Is the author trying to provoke feelings in the reader? What kind of feeling?** Students should collaborate with their partners. Allow students to share out answers. Ask students, **What evidence in the document supports your answer?** Have students fill in the chart in their Academic Notebooks. Ask students to share their evidence with the whole class.

Slide 20. **Explain the meaning of Point of View. Read the questions at the bottom of the slide. Explain that students should ask those questions when looking for the point of view of the author. Be sure to explain the meaning of bias if it is unfamiliar to students.**

Slide 21. Instruct students to **read the document from slide 21.** (This is also found in the Academic Notebook.) Once students have read the document, ask the following questions. **What is the author’s attitude toward the event? What is the author’s bias? What is the author’s background?** Students should collaborate with their partners. Allow students to share out answers. Ask students, **What evidence in the cartoon supports your answer?** Have students fill in the chart in their Academic Notebooks. Ask students to share their evidence with the whole class.

Slide 22. **What outside information can be linked to this document? What was happening during this time to which we can connect this document? What have we already learned that might help us to explain this document, and what evidence does the document provide that we could use to support a claim about an event in history?**

Review the slide with the students as an example of how to connect outside information to a document. Lead students in working through these possibilities and answer any questions they may have.

Slide 23. Review the definition for “Source” and ask students to review the sources of the examples. How does knowing the source of the information affect the validity of the document?

Watch video prior to this lesson. You may wish to do this activity yourself rather than use the video. Just follow the same sequence as in the video.

Display the video at the following link: <https://www.youtube.com/watch?v=dyYzXITNt4E>.

The Academic Notebook has a Venn Diagram available for students to do a compare/contrast for oranges and bananas. You can pause the video at the point before the video fills in the diagram and allow students to complete the Venn Diagram themselves. Then, restart the video from that point to see how it is filled in by the teacher. Say, **Now we are going to learn how to compare and contrast things. We are going to watch a video and I want you to follow along in your Academic Notebook. You are going to complete some activities during the video.**

Play video. When the video says to pause, pause the video and allow the students to complete the activity in their Academic Notebooks. Once the video is finished ask students if they have any questions about comparing and contrasting. Answer all questions students may have.

Next instruct students to turn to the Guided Practice II Compare and Contrast Primary Sources.

Say, **Now you are going to practice comparing primary documents. These are the same documents that we analyzed earlier.**

Say, **Look at the first set of documents, the cartoon and the photo. How are they similar?** Allow students time to view documents and respond. (Possible answers may be they are both about WWII, the people are Japanese, both show loyalty to something or someone.)

Next ask, **How are they different?** (Possible answers may be, Cartoon – shows leaders of the war, the man is well dressed, he is loyal to Hitler; Photo – shows children in an internment camp, poorly dressed, they are loyal to the United States)

Have students fill in the Venn diagram on the page.

Next, instruct students to work in pairs and to complete the remaining two compare/contrast activities.

Once students have completed the activities, review with students their answers. Ask, **What do the two newspaper articles have in common?** (Possible answers: they both talk about Japanese people, both were written during WWII, both talk about California.)

Ask, **How are they different?** (Possible answers: Article 1 – Japanese are going back to California, talks about internment camp in Arkansas, population of the camp, when the project will close; Article 2 – Japanese activities in California, espionage and sabotage, the three groups of Japanese)

Repeat this process for the two documents. Ask, **How are they alike?** Allow students to respond. Ask, **How are they different?** Review answers with students.

Assessment

Outcome 8:

Students demonstrate the ability to analyze primary and secondary sources.

Outcome 9:

Students demonstrate the ability to compare and contrast documents.

Evaluation Rubric			
Clearly states the historical context of a document and provides supporting evidence.	No	Somewhat	Yes
Clearly identifies the intended audience of a document and provides supporting evidence.	No	Somewhat	Yes
Clearly states the purpose of a document and provides supporting evidence.	No	Somewhat	Yes
Clearly identifies the point of view of a document and provides supporting evidence.	No	Somewhat	Yes
Compares documents by finding clear similarities.	No	Somewhat	Yes
Contrasts documents by finding clear differences.	No	Somewhat	Yes
Total Points	36		

Activity 3.5

Analyzing Primary Sources Independent Practice (Approximately 75 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2, 3, 4, 6; History/SS Writing – 2, 4, 8, 9, 10; History/SS S&L – 1, 4

Overview: In this activity students will independently analyze primary sources for historical context, intended audience, purpose, point of view, outside information, and source.

Teacher’s Notes: Review with students before the lesson, the Essential Question and task. Students complete this activity independently. Once they have completed the activities they work with a partner and compare analyses. You may create an anchor chart with the definitions/questions of HIPPOS to place on the wall for student reference. See the overview of HIPPOS in the Academic Notebook. Students continue to work with a partner to complete the compare/contrast activity. Remind students to look for information that would help them answer the Essential Question and complete the task.

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast the political, economic and social motivations that led to the extreme actions of the United States, Germany, and Japan during WWII. Support your discussion with evidence from the text(s).

Teacher Note: There is no PowerPoint for this activity.

Say, **We have been learning how to analyze and compare and contrast different types of primary sources. We have looked at photos, cartoons, and documents. Now you are going to analyze some documents on your own. You will be working with photographs, cartoons, documents, and posters. When you analyze the documents you will be looking for all parts of HIPPOS: historical context, intended audience, purpose, point of view, outside information, and source connected with the document. Be sure that you document your evidence to support your conclusions.**

Say, **In your Academic Notebook, turn to Lesson 3 Activity 5. You will see a chart that lists the parts of HIPPOS and the questions you should ask yourself when analyzing for each part. We are going to read through the chart together before you begin working with you documents.** Read through the chart below.

Historical Context

What was going on during this time?

Where was this happening?

When was this happening?

Intended Audience

Who will see the document?

Where was it published?

When was it published?

Purpose

Why did the author create the document?

Is the author trying to provoke feelings in the reader?

Point of View

What is the author's attitude toward the event?

What is the author's bias? (prejudice in favor of or against)

What is the author's background?

Outside Information

What outside information can be connected with this document?

How does the document connect with other events during the time period?

Source

Who provided this information?

How does the source of this information affect its validity?

Ask, **Do you have any questions about how to determine the historical context, intended audience, purpose, or point of view or how to connect documents with other outside information?** Answer any questions students may have.

Next, say, **I am going to read the directions for the activity to you. Follow along in your Academic Notebook.** Directions: **Analyze the series of primary source documents for HIPPOS. Be sure to document evidence to support your conclusions. Does everyone understand this part of the directions?** Give students a chance to respond. If they all understand, move on; if not explain the directions more thoroughly. Say, **After you analyze each pair of documents independently, you will then compare and contrast them with a partner. This part of the activity will be completed last, after you complete all the HIPPOS analyses on your own. Does everyone understand these directions?**

Remind students to carefully examine each document. Say, **Look at each document carefully to determine each step of HIPPOS. Remember to ask yourself the questions from the chart.**

Tell students to complete each of these steps for all eight documents. Remind students to use their background knowledge from previous lessons to help them analyze the documents.

When students have completed their analysis, say, **Turn back to your directions for Activity 5 and look at the follow-up: I am going to read these directions to you. Follow along in your Academic Notebook.** Directions: **After completing the analysis activities independently, work with a partner and share your answers. Do you have the same answers? If not, document alternative answers in your notebook. Does everyone understand these directions?** Give students time to respond.

Next, continue with directions. **After sharing, you and your partner will work together to compare and contrast the documents in sets of two. They are labeled.**

Say, **Now, I want you to get with your partner and compare your answers. Remember, If you have different answers, make notes of the answers you don't**

have. When partners have finished sharing with each other, ask students to share as a whole class. Be sure to correct any misconceptions or wrong conclusions students may have come to.

Next, have partners begin comparing activity. Say, **Now you will compare and contrast the sets of documents. Notice how they are grouped: documents 1 and 2, documents 3 and 4, documents 5 and 6, and documents 7 and 8. You will use the compare/contrast chart in you Academic Notebook. Each chart is labeled for the documents. Does anyone have any questions about how to compare and contrast?** Give students time to respond and answer any questions they may have.

Once student partners have compared/contrasted the documents, have them share with a neighbor pair. Give them a few minutes to share and then bring them back as a whole group to share out. Questions you may ask are: **How difficult was it for you to find similarities and differences in the documents?** Response time. **When you shared with your neighbors, did they list anything that surprised you? Were you able to make connections from the documents to the Essential Question and the task?** Allow students time to respond. Be sure to correct any misconceptions or wrong conclusions students may have come to.

Assessment

Outcome 8:

Students demonstrate the ability to analyze primary and secondary sources.

Outcome 9:

Students demonstrate the ability to compare and contrast documents

Evaluation Rubric			
Clearly statez the historical context of a document and provides supporting evidence.	No	Somewhat	Yes
Clearly identifisz the intended audience of a document and provides supporting evidence.	No	Somewhat	Yes
Clearly states the purpose of a document and provides supporting evidence.	No	Somewhat	Yes
Clearly identifies the point of view of a document and provides supporting evidence.	No	Somewhat	Yes
Connects outside information with the document	No	Somewhat	Yes
Compares documents by finding clear similarities.	No	Somewhat	Yes
Contrast documents by finding clear differences.	No	Somewhat	Yes
Total Points	21		

**Teacher
Checklist**

Use this checklist to ensure that all activity components have been covered

- 1. All activities in the student Academic Notebook completed for Lesson 3.
- 2. Had students read and annotate documents.
- 3. Viewed How to Analyze a Primary Source PowerPoint.
- 4. Viewed Lesson 3 Vocabulary PowerPoint.
- 5. Viewed How to Take Notes PowerPoint.
- 6. Viewed Compare and Contrast video.
- 7. Viewed Lesson 3 Vocabulary PowerPoint.

Lesson 4

Close Reading

Overview

Students will learn to read closely to find the main idea and best supporting details of a reading selection.

Outcomes

1. Students will differentiate between topic and main idea.
2. Students will evaluate text support in order to choose the BEST supports for the main idea.
3. Students will closely read to understand and evaluate the main idea and support.
4. Students will take notes about the political, social, and economic motivations during WWII.

College and Career Readiness Standards (CCRS)

Reading

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

- 2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Skill Cluster 1: Preparing for the Task

1 Task Engagement:

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests and concerns

Skill Cluster 2: The Reading Process

1 Active Reading:

Ability to select appropriate texts and understand necessary reading strategies needed for the task.

2 Essential Vocabulary:

Ability to identify and master terms essential to understanding of a text

3 Organizing:

Ability to prioritize and narrow supporting information

Skill Cluster 3: Transition to Writing

1 Understanding the Reading

Ability to demonstrate analysis of reading

Materials

- Academic Notebook
- PowerPoint Lesson 4

Time Frame: 200 minutes

Targeted Vocabulary

- Ghetto
- Topic
- Main idea
- Correlation

Activity 4.1

Warm-Up (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Reading – 2, 4; History/SS Writing – 2a

Display slide 1 and explain to students, **We are going to learn how to read closely, think critically about our reading, and identify topic, main idea, and supporting details.**

Slide 2. **We will begin by placing this lesson in context with the question we've been studying throughout this course: What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII? By answering this question we will arrive at a better understanding of the motivations of the three countries during World War II.**

Slide 3. **Today we begin with a warm-up that will introduce you to a new vocabulary word that will be important to understand later in the lesson.**

Direct students to their Academic Notebooks. Ask students to read the paragraph independently at first and answer the question. Ask a student to read aloud the paragraph to the class and discuss this paragraph so that students gain an understanding of the word *ghetto*.

Slide 4. Display this slide so it shows the multiple choice question. Review the choices with students and talk through each example so they are clear that the topic is ghettos. Then read the rest of the slide aloud, **This is called the topic of the paragraph. In this lesson we'll look at how the topic of a paragraph is different from the main idea of the paragraph. Then we'll identify how to find the BEST supporting details.**

Slide 5. **First we will learn the difference between topic and main idea. There is a difference between the topic and the main idea. A topic can be stated in one or two words or a phrase and refers to the subject of the paragraph. A main idea states the topic of the paragraph AND also explains the author's point of view or perspective regarding that topic. The main idea must be stated in a complete sentence. The main idea must present a complete thought *about* a topic.**

Slide 6. **If you're not sure of the difference, use your prior knowledge and think of what you do know of topic and main idea. Let's use an example from a movie. Most people are familiar with the movie *Beauty and the Beast*. The topic of *Beauty and the Beast* is first impressions. The main idea of *Beauty and the Beast* is that first impressions can be deceiving and that the true beauty of a person comes from within.**

Slide 7. **We are going to practice with a non-related example. Please look at Part 1 in your Academic Notebook and follow along as we discuss this example about smoking.**

Read aloud the paragraph about smoking: **Smoking has been proven dangerous to people's health, yet many continue to smoke, for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.**

Then discuss the paragraph by asking students to reword the sentences in their own words to show comprehension of the paragraph. Then ask students to identify the topic of the paragraph from the choices below. Read aloud the question. Allow students 1–2 minutes to make a choice and then talk through each answer choice. Evaluate whether that topic is discussed directly in the paragraph.

Topic:	
a. health	c. addiction
b. smoking	d. nicotine

Next, read aloud the question. Allow students 1-2 minutes to make a choice and then talk through each answer choice. Evaluate whether that main idea is discussed directly in the paragraph. Allow students to volunteer ideas about the validity of each option.

Main Idea:

- a. **Smoking has been proven dangerous to people’s health in various ways.**
- b. **Regular smokers become addicted to nicotine.**
- c. **Although smoking is dangerous, people continue doing it for various reasons.**
- d. **Nicotine is what smokers become addicted to both psychologically and physically.**

Slide 8. This slide will reveal the correct answers. Instruct students to look at their Academic Notebooks and read, **Compare your responses with the answers on the slide. Be sure to ask questions if you picked a different response so that I can explain the answer in detail.**

Slide 9. Read aloud the directions on how to find the main idea. **In a paragraph, a main idea statement is called the topic sentence. (It’s a sentence about the topic.) In a longer selection, a main idea statement is called a thesis. In a paragraph, the main idea may be the first or last sentence. Sometimes it is in the middle of the paragraph. In a longer selection, look carefully at the first paragraph or two, not just the first sentence. Sometimes, the main idea will be implied, in which case you need to identify the topic, examine the supporting details, and come up with the statement on your own using your own words to express the message the author is trying to get you to understand.**

Slide 10. Read aloud about supporting details. **Details explain and elaborate upon the main idea. They are specific. Careful consideration of each detail will help you to choose the one detail that BEST supports the main idea. Often this detail is discussed first within the given text.**

Slide 11. Instruct students to look at Part 2 in their Academic Notebooks. **We are going to practice everything we’ve learned with another, unrelated example.** Read aloud or ask a student to read aloud the paragraph on the slide. Instruct students to write an answer for questions 1 and 2 (topic and main idea).

Slide 12. **Compare your responses with the answers on the slide. Be sure to ask questions if you picked a different response so that I can explain the answer in detail.** If any students chose a different main idea, talk through it with the student and explain that the main idea is the first sentence in the paragraph and it explains to the reader exactly what the rest of the paragraph will be about.

Slide 13. Explain to students, **Now that we’ve identified all of the supporting details in the paragraph, we need to evaluate them to determine which ONE statement best supports the main idea. Look at question #3 and carefully read through each of the choices. Ask yourself: “How well does that statement support the main idea?” Then choose the ONE that you feel is the best choice.**

Allow students several minutes to read and think about their answer. Once all students have made an attempt to answer the question go to the next slide.

Slide 14. Discuss the answer with students. **The BEST supporting detail for the main idea that there is some evidence that colors affect you physiologically is: when subjects are exposed to red light respiratory movements increase, and exposure to blue decreases respiratory movements. This is the best example because it shows a direct correlation between the lights and physiological reactions. The other two examples show a weaker correlation.** Discuss with students to make sure they understand the reason for the topic, main idea, and supporting details.

Assessment

Outcome 1:

Students differentiate between topic and main idea.

Outcome 2:

Students evaluate text support in order to choose the BEST supports for the main idea.

Use Part 2 of the student Academic Notebook as assessment of student understanding of the lesson.

1. Colors.
2. There is some evidence that colors affect you physiologically.
3. For example, when subjects are exposed to red light, respiratory movements increase; exposure to blue decreases respiratory movements.

Reasoning: Response should be something similar to this: This is the best example because it shows a direct correlation between the lights and physiological reactions. Accept all reasonable responses.

Evaluation Checklist			
Identifies the topic.	No	Somewhat	Yes
Identifies main idea.	No	Somewhat	Yes
Total Points	12		

Activity 4.2

Close Reading (Approximately 105 minutes)

College and Career Readiness Standards: History/SS Reading – 1, 2, 4, 6

Slide 15. Starting with this slide, instruct students that, **This is the second part of the lesson on close reading. Remember back to Activity 1 of this lesson when we talked about how to identify topic, main idea, and supporting details. Now it's time to learn how to read carefully and closely those more complex texts in order to identify the topic, main idea, and supporting details. You will need to remember that vocabulary word we learned in Activity 1 warm-up: *ghetto*. Can anyone explain what a ghetto was during World War II?** Elicit responses from students and make sure they differentiate between multiple meanings of words and any definitions they may have previously learned for the word *ghetto*.

Slide 16. **As an active reader, you must search for the sentence that states the central point of the paragraph or selection. You should closely read the paragraph or selection to help you identify the main idea, and supporting details. We will practice close reading of a text to help us find the topic, main idea and best supporting details within a longer reading selection. First, I will read through and model my thinking aloud. Then we will practice an example together in partner groups. Finally, you will do one on your own to demonstrate your understanding and mastery of this skill.** Read through the first few sentences aloud. Pause to identify things you think are important or questions that you might ask as you read, to model the process for students. You might note vocabulary words such as “confluence” and “escarpments” and say that you might circle them to check their definitions. Note the details that establish setting: date and the name of the town.

Slide 17. Say, **Use text-dependent questions to guide thinking as you closely read the selection. By considering these points as you read, you arrive at deeper and more complex understandings. Let's work through an example together.**

Slide 18. Say, **Read along in Part 3 of your Academic Notebook as I read aloud and model the thinking, using text-dependent questions.**

Read aloud the excerpt and then answer each of the questions aloud. Model your thinking for each question. Refer back to the text to find answers. Model for students how to locate the information and how to arrive at a general understanding.

1. **General understanding: Why was Theresienstadt created?**
2. **Key details:**
 - a. What was the purpose of Theresienstadt?
 - b. Who ran the ghetto?
 - c. Who lived there?
 - d. What was life like in the ghetto?
3. **Vocabulary and text structure: Define “the final solution.”**
4. **Author's purpose: Why did the author write this as an introduction to a book?**
5. **Inferences: What did the Germans hope to accomplish by creating Theresienstadt?**
6. **Opinions & arguments: If the Germans were determined to destroy the Jews, why try to conceal that plan with a ghetto like Theresienstadt?**

Model summarizing your understanding by working through the next set of questions.

Slide 19. Say, **Think aloud through each of the answer choices, modeling your thinking as you narrow down and arrive at the correct answer.**

Display slide 20 and discuss the correct answer. Explain that, **Theresienstadt Ghetto is the correct answer because this excerpt is mostly about the ghetto. While there are certainly broader, related topics such as Jews, Germany, and Holocaust, Theresienstadt Ghetto is mainly discussed in this excerpt, which makes it the topic for this excerpt.** Display slide 21 and think aloud through a few possibilities, modeling your thinking as you narrow down and arrive at the correct answer.

Slide 22. **Discuss the correct answer.** Explain that, **“Theresienstadt Ghetto was designed as a way to deceive the world of the atrocities of concentration camps throughout Europe” is the correct answer because this excerpt introduces the location and purpose of the ghetto. It is also the correct choice because it is a statement about the topic, Theresienstadt Ghetto.**

Slide 23. **Think aloud through some possibilities, modeling your thinking as you narrow down and arrive at the correct answer.**

Slide 24. Discuss the correct answer. Explain that, **“Make Terezin a ‘model ghetto,’ exhibit it as ‘a town inhabited by Jews and governed by them and in which every manner of work is to be done’” is the best support because it is a statement of how Terezin was turned into a “model ghetto.” Other choices in the text explain the reaction of the Jews to the camp and the perspective of some of those in Germany at the time.**

Slide 25. Instruct students **to turn to Part 2 in their Academic Notebook.** Instruct students, **With your partner, discuss the answers to each of the following, then write a short answer for each of the following questions.**

Allow the students at least 30 minutes to read the excerpt and answer the questions. Have students share their answers aloud with the class and discuss amongst themselves the correct answers.

Display slide 26 and instruct students, **Read the next excerpt from *I Never Saw Another Butterfly* independently. Then think through the answers to each of the text dependent questions.**

Allow students at least 30 minutes to read the excerpt and answer the questions independently. Remind students that they should use text-dependent questions to help them read closely and gain understanding of complex text. They should actively question themselves as they read. If you prefer, assign the last excerpt for homework and discuss the text dependent questions and answers during the next class.

Assessment

Outcome 1:

Students differentiate between topic and main idea.

Outcome 2:

Students evaluate text support in order to choose the BEST supports for the main idea.

Outcome 3: Students closely read to understand and evaluate main idea and support.

Evaluation Checklist			
Differentiates between topic and main idea.	No	Somewhat	Yes
Evaluates text supports for the main idea.	No	Somewhat	Yes
Demonstrates understanding by identifying the main idea and support.	No	Somewhat	Yes
Total Points	18		

Optional: Part 2 of the Academic Notebook can be used for a formative evaluation if desired.

Accept any reasonable response. Possible answers are provided.

- 60,000 Jews crowded into a town built for 8,000. Jews were punished for writing letters, some were hanged, and others were taken to death camps.
- They cleaned up the places, gave them clean clothes, and cultural events were planned.
- Anti-Semitic – something that is prejudiced against Jews
Propaganda – information deliberately spread to help or harm others
- He wanted the reader to understand that Theresienstadt Ghetto was set up to trick people into believing that the Germans were being nice to the Jews.
- This implies that the nature of the Germans in charge was deceitful.
- Accept any reasonable response.
- Covering up cruel acts
- The Nazi’s went to great lengths to deceive the world because it clearly states that Theresienstadt was the kingdom of deceit.
- “Elaborate preparations were made for that inspection and for the propaganda picture that was filmed soon afterward” is a good choice because it explains just how much had to be done in order to cover up the true conditions of the ghetto.

Required: Part 3 of the Academic Notebook should be used as the evaluation for this lesson.

Allow 1 point per question.

- The children got used to living in terrible conditions and witnessing horrible things.
- The children wrote poetry and journal entries, and created drawings.
- Saturated – completely soaked through
- He wanted the reader to learn that the children were keenly aware of the situation in which they were living.
- The children probably understood they may not live through this experience.
- Accept any reasonable response.
- Children of Theresienstadt Ghetto
- The children of Theresienstadt Ghetto expressed how deeply affected they were by their experience through drawings, journals, and poetry.

9. “Much of what it did to them we can see in the art they left behind” is a good choice because it explains that the children’s art is their expression of the effects of the ghetto.

Activity 4.3

Taking Notes (Approximately 45 minutes)

College and Career Readiness Standards: HHistory/SS Reading – 1, 2

Slide 27. Instruct students to look in their Academic Notebooks and follow along as you read, **Now that you’ve closely read three excerpts from *I Never Saw Another Butterfly*, consider the possible answer to the Essential Question. Take notes in your chart to add to your list of evidence of political, social, and economic factors that motivated each country to extreme action during World War II. Identify the best statements from the excerpts to support your answer.**

Allow students 30 minutes to review the previously read excerpts and construct their notes.

Allow students 10 minutes to discuss with a partner or small group and then another five minutes to make additions or changes based on their discussions. Now is a good time to circulate the room and check students’ charts for accuracy.

Assessment

Outcome 4:

Students take notes about the political, social, and economic motivations during WWII.

Evaluation Checklist	
The work that students do in the Academic Notebook on the notes chart should be used as the assessment for this lesson. Check to ensure the students have gathered evidence of that topic for Germany. Allow 3 points for each of the parts of the chart: political, social, and economic.	
Total Points	18

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Introduced the relationship of topic and subtopic with supporting details.
- 2. Established a difference between a topic and a main idea.
- 3. Developed a process for selecting the best supporting details.
- 4. Ensured that the students were able to identify supporting details from the texts.
- 5. Did I make sure that the students added additional details to their graphic organizer on political, economic and social issues?

Lesson 5

Thesis and Paragraphing

Overview

In this lesson students will learn how to write a three-point thesis.

College and Career Readiness Standards (CCRS)

Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources.

Writing

- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LDC

Skills Activity List

Skill Cluster 4: Writing Process

1 Pre-Writing

Ability to organize ideas in logical format including creating a controlling idea and focus for the writing

Materials

- Academic Notebook
- “Thesis Statements” Slide Presentation

Time Frame: 200 minutes

Targeted Vocabulary

- Main idea
- Topic
- Thesis

Activity 5.1

Warm Up (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Reading – 1

Slide 1. Title slide – You may want to have this on display as students enter the room.

Slide 2. Instruct students to consider the essential question of the unit, **What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII? Find Activity 5.1 in your Academic Notebook, read the article about Pearl Harbor and answer the question that follows.** Allow students 5-10 minutes to read the article and answer the question that follows. Then engage students in a short discussion in which they share their responses to the question, **Were Japan’s motivations for the attack on Pearl Harbor political, social, or economic? Explain, using examples from the article.** Through conversation, make sure there is a connection to the previous lesson and ask students to identify the main idea of the article (main motivator for Japan to attack Pearl Harbor) and then choose some of the best supporting details.

Assessment

Outcome :

Students identify the main idea and supporting details.

Evaluation Checklist			
Answers the question with evidence from the text.	No	Somewhat	Yes
Responses are in readable prose.	No	Somewhat	Yes
Total Points	12		

Activity 5.2

Defining a Thesis Statement (Approximately 100 minutes)

College and Career Readiness Standards: History/SS Writing – 8.2.a

Slide 3. Beginning with this slide, instruct students to fill in the Academic Notebook with the answers as you read and discuss the slide. Instruct students, **A thesis is a specific statement that establishes the main topic for the essay and lists the ideas, points, and details that are discussed throughout the rest of the essay. You can also think of a thesis as a statement that is making a claim about something. Another way of thinking of a thesis is as the “controlling idea.”**

These ideas, points, and details can also be called subtopics. Explain that these subtopics should support or further explain the main topic of the essay. **It is a topic sentence that comes at the end of the first paragraph of an essay. Historical essays actually can have the thesis as the first sentence. Now let’s look at some examples!**

Slide 4. Read aloud the example on this slide. Begin by explaining, **This is an example of an introductory paragraph, which includes three basic elements: the hook, one or more connecting sentences, and the thesis for the essay. The hook for**

this introductory paragraph is the first sentence: *Robin Williams once said, “Spring is nature’s way of saying, ‘Let’s party!’”* The purpose of the hook is to grab the reader’s attention and pull them into the essay. This paragraph has one connecting sentence: *Depending on the region of the country, the four seasons can bring about a variety of reactions.* The purpose of the connecting sentence is to lead the reader’s thoughts from the hook to the thesis. It should follow a logical thought process. And the thesis always comes last in the introductory paragraph: *The spring season creates positive reactions because the flowers are blooming, the weather is warmer, and there are more hours of daylight.* The thesis comes last so it can communicate to the reader what they will be reading about throughout the rest of the essay. After reading through the example and explaining each part, instruct the students to **underline or highlight the thesis statement.**

Example #1

Robin Williams once said, “Spring is nature’s way of saying, ‘Let’s party!’” Depending on the region of the country, the four seasons can bring about a variety of reactions. The spring season creates positive reactions because the flowers are blooming, the weather is warmer, and there are more hours of daylight.

Slide 5 – 7. Continue working through the next three examples on slides 5 – 7. Each time, point out the hook, the connecting sentence, and the thesis. Have students volunteer ideas and discuss each one aloud while modeling the thinking that would go into identifying these three parts of the introductory paragraph. Allow students time to mark in their Academic Notebook the thesis for each example. Once students have had time to practice identifying the parts of an introductory paragraph, move on to the next slide.

Slide 8. This slide will explain the purpose of a thesis statement. Direct the students to follow along with you as you discuss the purpose for a thesis and take notes by filling in the blanks. **A thesis statement informs the reader of the points discussed in the essay and aligns the rest of the paragraphs in the essay. A controlling idea presents a clear purpose that is maintained throughout the response. The next set of slides will show us how ideas are put together to form a thesis statement.**

The next set of slides will model the thinking process of identifying a topic and appropriate subtopics, then writing them as a thesis statement. Read through each example and think aloud why the subtopics fit into the same category as the topic.

Slide 9. **The topic is household pets in America. Write that in your Academic Notebook as the answer for question 1. Household pets are animals that people allow to live in their homes with them. The subtopics listed here are dogs, cats, gerbils, ferrets, and hamsters. Each one of the subtopics is appropriate because each one of these animals are often found living in someone’s house. The sample thesis makes sense because it reads “Some household pets in America are dogs, cats, and ferrets.” The reader knows from this sentence that the rest of this essay will go on to provide evidence that dogs, cats, and ferrets are household pets in America. Write dogs, cats, and ferrets as the answer to question 2 in your Academic Notebook. Work through the next three slides (10 – 12) in the same way, gradually having students volunteer the think aloud. Discuss with the students the correct answers. Allow students time to answer the questions in their Academic Notebook for each example.**

Slides 10 – 12. **Review the samples on each of these slides with the students and discuss.**

Slide 13. Direct students to **work through the independent practice in the Academic Notebook**. First students will complete three problems that ask them to circle the items that fit with the topic provided. Next, they will complete three problems that ask them to add two new items to the list that fit with the given topic. Then, students will practice writing three thesis statements using the topic and subtopics provided. Finally, students will write a thesis using the topic and by adding subtopics of their own.

Assessment

Outcome 2:

Students identify topic and subtopics for a three-point thesis.

Evaluation Checklist			
Identifies a topic.	No	Somewhat	Yes
Identifies subtopics.	No	Somewhat	Yes
Ties topic and subtopics to the thesis.	No	Somewhat	Yes
Total Points	9		

Teachers can use the answers to the questions in the Independent Practice section of the Academic Notebook as assessment for this lesson, assigning points as desired.

1. watermelon, lemon, grape, apple
2. tulip, zinnia, fern, marigold, rose
3. Boston, Los Angeles, Miami
4. Any two sports
5. Any two cars
6. Any two drinks
7. Fast food restaurants in America are McDonald's, Burger King, and Taco Bell
8. Famous Civil War generals include Grant, Lee, and McClellan
9. The first three presidents are Washington, Adams, and Jefferson
10. Accept any response with three subtopics of video games
11. Accept any response with three subtopics of books
12. Accept any response with three subtopics of social media

Activity 5.3

Apply What You’ve Learned (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Writing – 2.a

Slide 14. Beginning with this slide, **Consider all the texts you have read throughout this unit, refer to your notes, and prepare a thesis to answer this question:**

*After reading **primary and secondary sources on the political, economic, and social motivations contributing to WWII**, write **an informational/explanatory essay in which you compare and contrast the political, economic and social motivations that led to the extreme actions of the United States, Germany, and Japan during WWII**. Support your discussion with evidence from the text(s).*

Allow students time to discuss this with a partner or in a small group. Have small groups then share with the class their ideas. Lead a discussion so that all students have an idea to write about for their thesis statement. Make sure students come up with subtopics to address each country (United States, Germany, and Japan). Then instruct students to **answer the questions in the Academic Notebook based on the discussion we just had.**

1. What is the topic of the thesis statement?
2. What are the three subtopics of the thesis statement?
3. Write the thesis statement that answers the question.

Assessment

Outcome 3:

Students write effective three point thesis statements.

Evaluation Checklist			
Identifies an appropriate topic.	No	Somewhat	Yes
Identifies three subtopics to the chosen topic.	No	Somewhat	Yes
Identifies evidence to support the United States’ position.	No	Somewhat	Yes
Identifies evidence to support Japan’s position.	No	Somewhat	Yes
Identifies evidence to support Germany’s position.	No	Somewhat	Yes
Total Points	30		

**Teacher
Checklist**

Use this checklist to ensure that all activity components have been covered

- 1. Activated prior learning about main idea and supporting details.
- 2. Encouraged students thinking about the essential question of the unit.
- 3. Engaged students in the thinking processes for writing a thesis statement.
- 4. Guided students to a deep understanding that allowed them to write a thesis statement.
- 5. Provided opportunities to discuss and synthesize so students could arrive at an effective thesis statement for their upcoming essay.

Lesson 6

Concluding the Unit: Writing an Informational Essay

Overview:

In this final lesson of the History portion of Unit 1, students will utilize the content and skills they have practiced so far to answer the Essential Question in the form of an informational essay.

Teacher's note:

While the basic instructions for how the activities go are below, the time allowed for many of the lessons will depend on how much of the actual writing will be done in class. Therefore, when noted, the time allowed for the lesson will involve time for instruction and discussion. During the activities that involve more writing, teacher discretion determines class time. Ideally, all of the writing and revising would be done under the teacher's supervision in class. Due to time constraints, this may not be possible. Naturally, if this is the case, usual precautions against plagiarism must be taken.

If your school or district prefers students to cite references using APA Style, please feel free to substitute.

Outcomes:

1. Students develop a thesis for their essays.
2. Students develop a complete outline for their essay.
3. Students site sources correctly and organize information using a graphic organizer.
4. Students write a rough draft of the essay.
5. Students conduct a peer review of other student essays.
6. Students complete and submit a final draft of the informational/explanatory essay.

College and Career Readiness Standards (CCRS)

Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources.

Writing

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LDC

Skills Activity List

Skill Cluster 1: Preparing for the Task

- 1 Bridging Conversation:**
Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

Skill Cluster 3: Transition to Writing

- 1 Bridging:**
Ability to begin linking reading to writing task

Skill Cluster 4: Writing Process

- 1 Controlling idea:**
Ability to establish a controlling idea and consolidate information relevant to the task
- 2 Planning:**
Ability to develop a line of thought and text structure appropriate to an informational/ explanatory task
- 3 Development:**
Ability to construct an initial draft with an emerging line of thought and structure
- 4 Revision:**
Ability to refine text, including line of thought, language usage and tone as appropriate to the audience and purpose
- 5 Editing:**
Ability to proofread and format a piece to make it more effective
- 6 Completion:**
Ability to submit final piece that meets expectations

Materials

- Academic Notebook
- PowerPoint for Lesson 6
- Large (3x5) index cards, mini whiteboards, or paper stock cut up
- Extra copies of box outline (in student Academic Notebook)
- Lined blank paper for writing
- Student-provided draft essays
- Copies of scoring rubric

Time Frame: Approximately 350 minutes if all student writing is done in class; less depending on how much “at home” writing you want students to do independently.

Targeted Vocabulary

- Students will utilize vocabulary learned in previous lessons; no new vocabulary is introduced for the summative task.

Activity 6.1

Writing Your Thesis (Approximately 50 minutes)

College and Career Readiness Standards: History/SS – Writing 1, 9

Slide 1. Title Slide – Introduce the activity to the students.

Slide 2. Review the final task with the students.

Slide 3. Review and discuss what makes an effective historical essay.

Slide 4. Display slide and say, **When preparing to write your essay, the first step is to formulate a thesis that answers the prompt – the question being asked. Before proceeding, let’s do a quick review of writing a thesis.**

Slides 5–7. Review the slides. Say, **In Lesson 5, you learned how to construct a simple thesis. What we are going to do today is construct a thesis for your essay. Your entire essay should support your thesis, and your thesis should state how you are going to answer the prompt. Early in this unit, you began to think about and gather evidence for answering this question. Writing a good thesis will make writing the rest of your essay relatively easy. In your Academic Notebook, open to Activity 6.1 and write down some thoughts on how you want to answer the prompt. We can work on turning it into a formal thesis later.** Allow students sufficient time to write down several ideas. Ask students to share information and evidence that they have come up with.

Slide 8. Ask, **What questions do you have about this information before we begin to develop thesis statements?**

Slide 9. Say, **Now, working together, construct a thesis around which to build your essay. You may develop a thesis by yourself, or if your partner or group has similar ideas, you can develop one thesis that you all can use. Work together and bounce ideas off of each other and critique each other’s thesis. You worked on creating a**

thesis in Lesson 5, and some of you may already think you know what your thesis is going to be. (Review the Thesis Practice slide 10.) **You should still follow through with this activity as you may find that after thinking about the evidence you might use in answering the prompt, you will want to clarify or modify your thesis in some way. When you are finished, write your thesis in your Academic Notebook, and then write it on the card/mini whiteboard/paper. We will be sharing these with the class. If you finish quickly, go back to the ideas you wrote down at the beginning of this activity and add or modify your evidence based on the thesis you have created. Look again to ensure that your thesis addresses the prompt, and your evidence supports your thesis.** Allow 20-30 minutes to complete this activity. It is critical that you walk around the room during this activity as students will likely need a fair amount of guidance as well as monitoring to keep them on task. Remind students to use the thesis checklist in the Academic Notebook to check their work.

Slide 11, Assessment: Ask students to share the thesis they have developed. Ideally discussion will be generated and students can self-assess and possibly revise before turning in their thesis. There is a place in the graphic organizer for revisions of their thesis if necessary. Remind students that a major problem students have when answering essay questions is failure to answer the question being asked. Review slide 12 to conclude.

Assessment

Outcome 1:

Students develop a thesis for their essays.

Evaluation Checklist			
Completes a thesis statement for essay.	No	Somewhat	Yes
Includes all the necessary components add in the thesis statement.	No	Somewhat	Yes
Share thesis and reviews thesis of others.	No	Somewhat	Yes
Total Points	18		

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Students developed a body of evidence to use to answer the prompt.
- 2. Students collaborated with at least two other students to develop and/or critique a thesis they developed?
- 3. Students were guided to ensure that the thesis they developed addresses the prompt?
- 4. Students turned in and/or wrote their final thesis in the graphic organizer in their Academic Notebook.

Activity 6.2

Citing Your References – MLA (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Reading – 1; History/SS Writing – 1

Teacher’s note: It may be helpful to print out copies of the slides on MLA citations for student reference during the presentation. Students can take notes on these pages for use when writing their essays.

Slide 13, Title Slide. Say, **In this activity we will be learning how to use the MLA format to cite our sources when we write.**

Slide 14. Say, **What are in-text citations?** Read slide and answer any questions students may have.

Slide 15. **When should in-text citations be used? Anytime we use information from a book, a website, a magazine, or some other source, we have to give credit to the person who wrote it, and we do that using in-text citation. Look at the example on the next slide.**

Slide 16. Read slide. **Be sure to note that the citations are in red. Also note that at the bottom of the slide is the information that will go on a Works Cited page, which will be discussed later.**

Slide 17. Read slide to students. Be sure to explain the examples in the middle of the slide. It is important that students understand that there are different ways to summarize or paraphrase information which will require a different citation. Note the works cited reference at the bottom of the slide.

Slide 18. Read slide on using citations for print sources with a known author. Explain, **When citing from a print source (book, magazine, and journal) and the author is known, always use the author’s last name and a page number. (example 2) If the author is in the sentence, then you just use the page number. (example 1) Note the works cited reference at the bottom of the slide.**

Slides 19 – 20. Read each slide and if the author is unknown, a shortened title with a page number will be used for the citation.

Slide 21. Review and explain the slide. Note the works cited reference at the bottom of the slide. Explain the citation of two authors with the same last name. Answer any questions that students may have. Explain, **When you use your in-text citation, look at the first item of your works cited citation. If it’s the author’s name, e.g., Jones, then that is what you would use for your in-text citation. However, if it is the article title, then that is what you would use (Ex.: “Foundations of Government”).**

Slides 22 – 23. Explain how to cite works from the Internet. Remind students to be careful to use reliable Internet sources (**NOT Wikipedia!**).

Slide 24. Review slide and answer any questions students have.

Slide 25. Explain the purpose of a works cited page. Say, **The works cited page shows exactly where the information came from. This allows someone to research the information for themselves.**

Slide 26. **This is a works cited page for the text that was used during the PowerPoint. Explain how the sources are arranged in alphabetical order by author or title of source.**

After reviewing all previous slides, ask students to turn in their Academic Notebook to **Activity 6.2 Guided Practice 1**. Instruct student partners that they will now practice determining what part of a works cited citation should be used in an in-text citation. Have students complete the seven citations. Have students share out their answers or work in small groups to compare answers.

GPI Answers: 1. (“American-Indian Wars”) 2. (Land) 3. (Bar ringer 65) 4. Shortened title (“Infanticide and Forced Abortions”) 5. (Markham 212) 6. Shortened title (“Titu Cusi’s Account”) 7. (Klaren 28)

Guided Practice II. In this activity students will be asked to summarize a text and to correctly use in-text citation. They will be given two short texts to read along with the works cited citation for each. After they read each text they are to write a summary of the text and correctly use in-text citation.

Say, **Turn in your Academic Notebook to Guided Practice II. In this section you will read short excerpts of text and write a summary for each. Notice that at the beginning of each text you are given the works cited citation. After you write your summary, You will then use in-text citation to cite your source.**

GPII Answers: 1. (Perritano 33). Summaries will vary 2. (“First Kamikaze Attack”) shortened title Summaries will vary.

Guided Practice III. In this activity students will be asked to cite a source using the author in the summary or quote. Students are given two quotes. Instruct them to read each quote and summarize the quote or rewrite the quote using the author’s name in their writing. You may want to review slide 17 of the Lesson 6 PowerPoint. Say, **Turn to Guided Practice III in your Academic Notebook. You will see two quotes: one from President Franklin Roosevelt and the other from Japanese Emperor Hirohito. I want you to read each quote. Then I want you to summarize the quote or rewrite the quote, citing the author in your writing.**

GPIII Answers: student answers should include the author in their writing; According to President Roosevelt, in an address given by President Roosevelt, Emperor Hirohito states... Answers will vary.

Assessment

Outcome 3:

Students site sources correctly and organize information using a graphic organizer.

Students will be assessed using a check list to determine their level of understanding of in-text citations. If points are being assessed, give 2 points for each achievement for a maximum of 18 points for this activity.

Evaluation Checklist			
Chooses the correct in-text citation based on a works cited citation.	No	Somewhat	Yes
Summarizes a text and uses the correct in-text citation based on the Works cited citation.	No	Somewhat	Yes
Cites a source buy correctly using the author in the summary or quote.	No	Somewhat	Yes
Total Points	18		

Teacher
Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Students developed a body of evidence to use to answer the prompt.
- 2. Students collaborated with at least two other students to develop and/or critique a thesis they developed.
- 3. Students were guided to ensure that the thesis they developed addresses the prompt.
- 4. Students turned in and/or wrote their final thesis in the graphic organizer in their Academic Notebook.

Activity 6.3

Organizing your Essay – Completing a Box Outline (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Writing – 1, 9

Slide 27. Title slide: Completing a Box Outline

Slide 28. Display slide and direct students to Activity 6.3 in their Academic Notebooks. Point to the places on the display of the box outline as students also look at the box outline in their Academic Notebooks. **Turn to the page in your Academic Notebook for Activity 6.3. You are going to use the box outline to construct the outline for your essay. At the top of the outline insert your thesis statement. Below the box for your thesis are three boxes for your body paragraphs. Since this is an outline, all you need to put at the top of each body paragraph box is the topic that you are going to write about in that paragraph. All of the topics should relate back in some way to your thesis, and everything in the paragraph should relate back to that topic sentence.**

Go back to the evidence you wrote down when you were working on your thesis, and think about three main points for which you could provide evidence. Write those points down as possible topic sentences, one at the top of each box. Underneath, write down the evidence that you would use to support that topic. Right now, you do not have to construct sentences; just get your topics and evidence in the box outline graphic organizer which can be in bullet points. Organizing your information this way will help you from ‘laundry listing’ your sources as well. ‘Laundry listing’ is common mistake made by students in writing essays where they use information from their sources by using it in the order that they found it, rather than organizing by topic or themes. Circulate among the students during this activity and offer guidance in choosing topics for their paragraphs and evidence.

When you are finished with your body paragraphs, in the box for your conclusion rewrite your thesis to help you remember that you will need to include a concluding paragraph. When you write your actual essay, try to reword the thesis and not restate it word for word. As students complete this activity, you may want to display Slide 29 as a checklist for students to use in making sure they have the components for essay construction.

Assessment

Outcome 2:

Students develop a complete outline for their essay.

Evaluation Checklist			
Completes activities in Academic Notebook.	No	Somewhat	Yes
Writes a clear thesis.	No	Somewhat	Yes
Establishes three main points to support the thesis.	No	Somewhat	Yes
Organizes a conclusion around original thesis.	No	Somewhat	Yes
Total Points	24		

Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Students inserted their thesis into the box outline.
- 2. Students chose an appropriate topic for each of the body paragraphs (one that relates back to the question).
- 3. Students included at least two pieces of evidence under each topic to support the topic sentence.
- 4. Students rewrote their thesis in the conclusion box.

Activity 6.4

Pulling it all together – write your Informational Essay – First Draft

Time: 100 minutes (depending on if and how much work will be completed outside of class, and could be more if all of the writing will be completed in class, which is optimal but not always possible.) Peer review will be a critical part of Part 2 of this lesson, and this should be kept in mind when planning how to spend class time.

College and Career Readiness Standards: SS Writing 1, 2, 9

Slide 30 – Title slide. Say, **Today we are going to begin to write the draft for our final essay. All of the activities that we have completed in this unit have been focused on this task. Your Academic Notebook is going to be your most valuable tool as it contains your blueprint for writing your essay. In lesson 6.3 you completed your box outline, and in the previous lesson you learned how to use and cite your resources. Now you are going to use that outline to construct your essay.** *Teacher's note: Students will want to have their box outline available for this activity to reference as they write their essays. Since this is the concluding activity, they may want to tear this page out for easier reference. If they do this, teachers may want to staple it back into the Academic Notebook at the end of class to prevent its loss. If scanners are available for student use, students could also scan a copy of the outline to use, leaving the original in their Academic Notebooks. Find your box outline and make any notes necessary as we review how you will write your essay.*

Slide 31. Display slide which is the box outline. Refer students to the page in their Academic Notebooks where their box outline can be found. Go over the elements of the slide with students as they read along, referencing their box outlines. Teachers may want to have extra copies of the outline for student use.

Slide 32. Say, **The Introductory Paragraph contains your thesis. This paragraph introduces the audience to the topic and invites the reader into the essay by stating your purpose and claim. It should have as a minimum of three sentences. More is better, as long as you are not repeating what you have already said.**

Slide 33. **Supporting Paragraph 1: This paragraph begins to introduce the evidence you have for your claim. Your topic sentence should come first and be supported by your evidence. This evidence might be cause-effect in nature.**

Slide 34. **Supporting Paragraph 2: Basically the same as above as you continue to reinforce your position. Continue until you have used all of your best evidence. DO NOT present evidence one text at a time. Rather, combine the evidence for the same reason across texts.**

Slide 35. **Your Conclusion should refer back to your thesis but also include a brief summary of what you just said and explain “so what?” Why should your audience care?**

Slide 36. **This is a checklist of things that your essay should demonstrate. Before writing your essay, let’s look at the rubric by which your essay will be scored, on the last page of your Academic Notebook. These are the items your teacher will be looking for in your essay.** Review the rubric with students in as much detail as necessary. Answer any student questions before proceeding. Remind students that this will be their first draft and they will have an opportunity to revise later, and that they will be doing a peer review of their first draft (This may encourage them to do a good job with it!). This will likely take the remainder of the class period. It is teacher discretion if this activity can be completed for homework. **(Now turn to page 112 in your Academic Notebook labeled, *First Draft*, and begin.)** It may be easier (and you may prefer) to have students write the first draft on their own or on teacher-provided lined paper. Doing this will likely make doing the peer reviews easier. You could staple it into their Academic Notebooks if you have any doubts they will be able to keep up with their draft essays before writing the final one.

Assign students the remainder of the essay for homework and have it ready for peer review at the beginning of the next Class.

****Rubric for final essay is at the bottom of this document and will be evaluated at the conclusion of Lesson 6.***

Teacher
Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Students insert their thesis into the box outline.
- 2. Reviewed and explained the elements of each part of the expectations for the essay with the students.
- 3. Reviewed the assessment rubric with the students.
- 4. Answered student questions and/or address student concerns prior to writing their first drafts.

Activity 6.5

Peer Review (Approximately 50 minutes)

College and Career Readiness Standards: History/SS – Writing 1, 2, 9

Slide 37. **Yesterday (last night), you completed the first draft of your essay. Today, we are going to do peer reviews. The way we will do this is to exchange with another person. You will read each other’s essays, make some notes on things that you observe in the essay, and then discuss with each other. Be sure to refer to the scoring rubric on the last page (p. 117) of your Academic Notebook to check the criteria for which your essays will be scored. Your comments may include how well the author meets these criteria. You may wish to do a quick discussion with students on what each indicator means and what to look for. Then, each of you will exchange with someone else and follow the same procedure. By doing this, at least two other people will read your essay, and you will have read two besides your own. Remember that this is a learning process for everyone, and just like any skill, some will do better the first time around than others. Remember to be respectful and give each other constructive advice. Be sure to check that the essay includes sources in the MLA format. Inappropriate remarks should not be a part of this activity.** Give students sufficient time to complete this activity. When all are done, display the last bullet and say, **How will you modify your essay based on today’s feedback?** Discuss and allow students to discuss what they observed in each other’s essays, what was good and what were some common mistakes.

Slide 38. Teacher note: Is it your discretion whether now students will write their essays in class during the following class period or for homework.

Assessment

Outcome 4:

Students write a rough draft of the essay.

Outcome 5:

Students conduct a peer review of other student essays.

Evaluation Checklist			
Completes draft essay.	No	Partially	Yes
Reviews two other draft essays.	No	Read one other	Yes
Reviews draft with teacher and gets permission to proceed.		No	Yes
Total Points	18		

Teacher
Checklist

Use this checklist to ensure that all activity components have been covered

1. Ensure that each student that participated in this activity had a draft essay.
2. Ensure that each student read at least two other essays, and vice-versa.
3. Discussed with the class any issues with the first drafts, both positive and negative aspects.
4. Discussed with the students how to improve and correct some of the flaws in the first drafts.
5. Referred back to the rubric to assist with student understandings of expectations for the final product.
6. Answered/addressed all student questions and concerns.

Activity 6.6

Writing the Final Essay (Approximately 50 minutes)

College and Career Readiness Standards: History/SS Writing – 1, 2, 9

Overview: Students will write their final essays based on teacher feedback, peer review and student reflection.

Materials:

- Lined blank paper for writing
- Student-provided draft essays.
- Copies of scoring rubric

Procedure: Teacher will check to ensure students have their draft essays and blank paper available. After answering any questions, instruct students to begin writing. Teachers should assign a specific time allowed for writing the essay (at least 45 minutes) and periodically let students know how much time is remaining. Collect student essays unless students are writing/finishing them outside of class.

Teacher
Checklist

Use this checklist to ensure that all activity components have been covered

1. Gave students a clear time frame and deadline for completing and turning in their essays.
2. Ensured students worked from a draft copy of their essay.
3. Reminded students to include source citations and a source page for their essay.
4. Ensured that each student turned in an essay in the given time frame.
5. Scored all essays using the rubric, adding explanatory comments for the student.

Outcome 6:

Students will complete and submit a final draft of the informational/explanatory essay.

Use the scoring rubric below to evaluate the final product. Students should receive written feedback on their essays in addition to the individual scores for each category. Review the work with the students.

Informational/Explanatory Teaching Task Rubric – Grades 6-8							
Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Attempts to address the prompt and make a claim, but it is unclear or unfocused.		Addresses the prompt appropriately and makes a claim, with an uneven focus.		Addresses all aspects of the prompt appropriately and establishes and maintains a clear claim.		Addresses all aspects of the prompt appropriately and establishes and maintains a clear, generally convincing claim.
Development/ Use of Sources	Refers to details from sources, with irrelevant, incomplete, or inaccurate elements.		Includes relevant details, examples, and/or quotations from sources to support and develop the argument, with minimal explanation or minor errors in explanation.		Accurately explains relevant details, examples, and/or quotations from sources to support and develop the argument.		Thoroughly and accurately explains well-chosen and relevant details, examples, and/or quotations from sources to effectively support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		Uses a basic organizational structure to develop argument. Attempts to use transition words to connect ideas, with minor lapses in coherence or organization.		Uses an appropriate organizational structure to develop argument. Uses transitional phrases to clarify the relationships among claim(s), reasons, and evidence.		Maintains an appropriate, logical organizational structure to develop a cohesive argument. Uses varied syntax and transitional phrases that clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Lacks control of grammar, usage, and mechanics. Uses inappropriate language or tone. Rarely or never cites sources.		Demonstrates an uneven command of standard English conventions. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions, with few errors. Uses language and tone appropriate to the audience and purpose. Cites sources with minor formatting errors.		Demonstrates and maintains a well-developed command of standard English conventions, with few errors. Consistently uses language and tone appropriate to the audience and purpose. Cites sources using appropriate format.

Final Essay Conversion Guide: Give a score for each of the categories (1 – 4 including the options of 1.5, 2.5, etc.). Add the 4 scores and use the conversion guide below to calculate the essay grade.

Score	Grade	Score	Grade
4	25%	10	63%
4.5	28%	10.5	66%
4	25%	11	69%
4.5	28%	11.5	72%
5	31%	12	75%
5.5	34%	12.5	78%
6	38%	13	81%
6.5	41%	13.5	84%
7	44%	14	88%
7.5	47%	14.5	91%
8	50%	15	94%
8.5	53%	15.5	97%
9	56%	16	100%
9.5	59%		

Unit 1 References

Lesson 1

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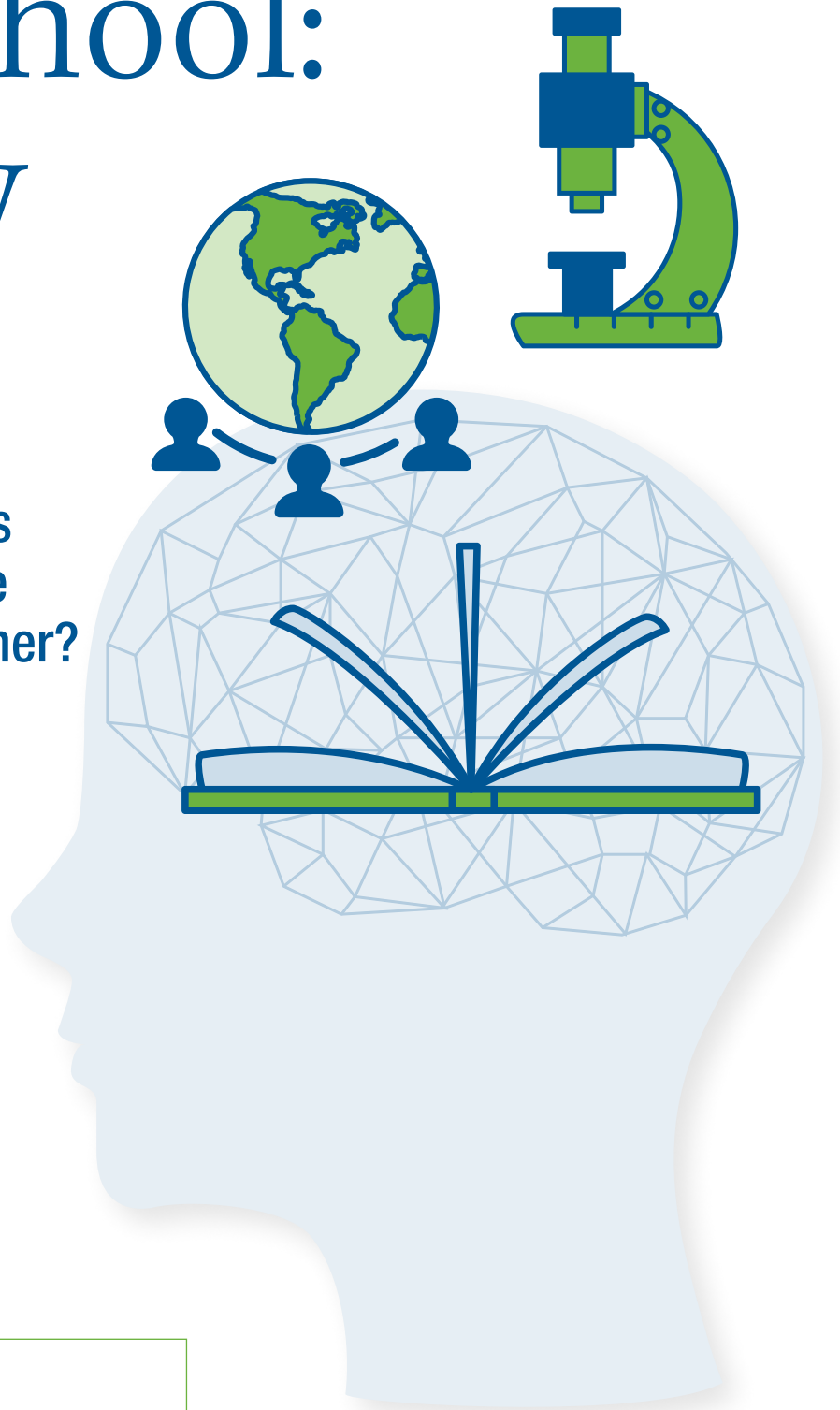
Ready for High School: Literacy

Academic Notebook

History Unit 1

World War II: What causes
countries to take extreme
actions against one another?

Informational Text



Name

Unit 1

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Course Overview

Welcome to the first literacy unit for history of the SREB Readiness Course - High School Ready. What does literacy mean in history? Literacy in history is based on an understanding that texts enable us to understand human experiences based on the perspective of how a historian would examine documents and events from a certain time period. Reading historical documents like a historian allows readers to apply strategies of disciplinary literacy. In this course, you will take part in several activities aimed at improving your disciplinary literacy, specifically as literacy is used in a history class. While certainly the content covered in this course is important, a principal purpose of this course is to equip you with the tools necessary to be more successful in your high school coursework. To that end, the creators of the course have developed this academic notebook. The theme for this six-week literacy course in history is “What caused countries take extreme actions against one another?” The reading texts for this course will be primary and secondary documents as well as informational texts centered on World War II. This course focuses on the kinds of disciplinary literacy you will be expected to undertake in a high school setting. The course as a whole includes six units, with two each in English, science and history.

In this unit, students will be expected to:

- Read and analyze primary and secondary sources
- Learn vocabulary from the text.
- Determine important evidence from the events in the texts and in additional readings to support a position.
- Summarize ideas from the reading selections.
- Develop stances on ideas from the central text.
- Write an essay on to answer a critical focus (essential) question and support a position with evidence from the texts.

Purposes of the Academic Notebook

The Academic Notebook has several roles in this course. First, you will keep a record of your reading of several text. You will be expected to use your Academic Notebook notes and ideas about your understanding of the texts in preparation for an essay that will answer the essential question.

A second role of the notebook is to provide you with a space in which you can make note of new vocabulary that you encounter in the text and collect information about the meanings of those words. To carry out this role, you will use vocabulary charts to make note of words that are new to you, write the context in which you find the word, rate your understanding of the word, and write a dictionary definition for the word as well as your own understanding of that definition.

The final role of the notebook is that of an assessment tool. Your instructor may periodically take up the notebooks and review your work to insure that you are completing the assigned work and to assess the thoroughness of your responses. Each activity will be assessed using a point system and the points will be part of your grade for the unit.

Lesson 1

Gateway Activity and Introduction of the Topic and Task

Use this notebook to keep track of your progress and keep your work organized. The more effort you put into completing the activities in this notebook, the better your final product (the essay) will be. You will also earn points toward your grade based on your effort, participation and completion of activities in this notebook. Remember to ask for additional guidance from your teacher whenever needed.

Overview

In this lesson you will be introduced to the topic and your task for this Unit of study. You will also be introduced to the activities of historians as well as learning the language of historians and how historians evaluate, utilize, and cite historical resources.

Gateway Activity 1:1

The essential question and final task are in the box below so that you may reference it as you go through the unit.

Essential Question:

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

Final Task

After reading primary and secondary sources on the political, economic, and social motivations contributing to WW II, write an informational/explanatory essay in which you compare and contrast the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WW II. Support your discussion with evidence from the texts.

Activity

1.1 Gateway Activity

Write at least two questions you think you would need to ask before you can answer the essential question:

1.

2.

Sources: Primary or Secondary?

Look at the following list of sources and write them in the correct box in the graphic organizer on the next page. Underneath each, write a positive aspect of using the source, and a negative (potential problem) aspect of using the source. Some sources are better than others, but all have potential problems. Your teacher will model the first source with you.

1. The Diary of Anne Frank
2. The Constitution of the United States
3. The Biography of Abraham Lincoln
4. A letter written by a civil war soldier to his parents
5. A recent medical journal report on the effects of 18th century medicine
6. A 1956 painting of Benjamin Franklin
7. A newspaper article written on December 7, 1941
8. A photograph of a ship sinking at Pearl Harbor taken on the day it occurred
9. A memoir of a person who had been in Hitler's Nazi Youth Corps about his experience, written 40 years later

Activity

1.5 Reading Historical Texts

After discussion with your teacher and classmates, you are now going to read four historical texts that have significance in relation to the task topic. Before you read these texts, reflect on these questions: What problems might there be with reading someone else’s interpretation of historical events? What would you need to know about who wrote the texts? Write at least two questions you would need to have answered in the box provided below.

1.

2.

After discussing your questions, read the texts. Use the graphic organizer that follows the texts to record any evidence you see that relates back to the Essential Question. Try to organize it into the correct categories; this is where discussion with a partner will be useful. Recording and organizing the information into a graphic organizer like this one will be useful when you are ready to write your essay later in this unit. Be ready to share your answers with your classmates. At the bottom of the chart is a place to write down words for which you do not know the meaning. Try to decode the words by paying attention to how they are used in the sentence (context). After the reading, discuss the words with your teacher or, if your teacher allows, discuss with a partner.

Document 1

Italians, Germans, Japanese Aliens and European Jewry

Digital History ID 3494



The day after the Japanese attack on Pearl Harbor, Roosevelt suspended naturalization proceedings for Italian, German, and Japanese immigrants, required them to register, restricted their mobility, and prohibited them from owning items that might be used for sabotage, such as cameras and shortwave radios. In general, Italian and German aliens received lenient treatment, while Japanese aliens suffered gross injustices.

The United States and the Holocaust

The images are indelibly etched into our collective memory: slave laborers with protruding ribs; piles of hair; and bodies heaped like kindling. During World War II, Nazi Germany and its allies systematically exterminated approximately six million Jews. No more than 450,000 to 500,000 Jews survived World War II in German-occupied Europe.

Despite efforts by retreating Nazis to destroy incriminating evidence, meticulous German records allow us to document the number of people killed. In 1943, Heinrich Himmler, a top Hitler aide, stated that, “We have the moral right...to destroy this people,” and called the extermination program “a glorious page in our history.”

The Nazis operated six death camps in Eastern Europe between December 1941 and the end of 1944: Chelmno, Belzek, Majdanek, Treblinka, Sobibor, and Auschwitz. At Auschwitz in Poland, gas chambers and crematorium ovens killed 20,000 victims a day. Zyklon B crystals were injected into gas chambers by small openings in the ceiling or on the side of the wall. Altogether, 1.6 million people were killed at Auschwitz —1.3 million were Jews and 300,000 were Polish Catholics, Gypsies, and Russian prisoners —and their ashes were dumped in surrounding ponds and fields. The ashes of about 100,000 people lie in a small pond near one of the crematories.

As early as June 1942, word reached the United States that the Nazis were planning the annihilation of the European Jews. A report smuggled from Poland to London described in detail the killing centers at Chelmno and the use of gas vans, and it estimated that 700,000 people had already been killed.

Anti-Semitism fueled by the Depression and by demagogues, like the radio priest Charles Coughlin, influenced immigration policy. In 1939, pollsters found that 53 percent of those interviewed agreed with

the statement “Jews are different and should be restricted.” Between 1933 and 1945, the United States took in only 132,000 Jewish refugees, only 10 percent of the quota allowed by law.

Reflecting a nasty strain of anti-Semitism, Congress in 1939 refused to raise immigration quotas to admit 20,000 Jewish children fleeing Nazi oppression. As the wife of the U.S. Commissioner of Immigration remarked at a cocktail party, “20,000 children would all too soon grow up to be 20,000 ugly adults.” Instead of relaxing immigration quotas, American officials worked in vain to persuade Latin American countries and Great Britain to admit Jewish refugees. In January 1944, Secretary of the Treasury Henry Morgenthau, as the only Jew in the Cabinet, presented the president with a “Report to the Secretary on the Acquiescence of this Government in the Murder of the Jews.” Shamed into action, Roosevelt created the War Refugee Board, which, in turn, set up refugee camps in Italy, North Africa, and the United States.

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http://www.digitalhistory.uh.edu/dispatch_textbook.cfm?smtID=2&psid=3494

Document 2

The United States officially entered World War II in December 1941, after the Japanese attack on Pearl Harbor. In reality, however, the United States had been fighting a war against the Axis powers for years. It was a war of words and a war of action, a war of secret meetings and public duplicity. And the prosecutor of this war was Franklin Delano Roosevelt, the 32nd president of the United States.

Roosevelt understood early on that territorial concessions would not satisfy Adolf Hitler and his fascist counterparts, Benito Mussolini of Italy and Emperor Hirohito of Japan. In 1931, Japan took Manchuria. In 1935, Mussolini took Ethiopia. In 1936, Nazi troops swept into the Rhineland. In 1938, Hitler annexed Austria, and at the Munich conference, Britain and France surrendered Czechoslovakia’s Sudetenland to the Germans.

Roosevelt condemned international aggression, but could do little else. The American public was decidedly isolationist and antiwar. Memories of the expense of World War I — in lives and money — were still fresh. In 1934, Congress passed the Johnson Act, which prohibited loans to nations behind on World War I debt repayment. The Neutrality Act of 1935 forbade the export of arms, ammunition or implements of war to belligerent nations — a 1937 amendment to the act forbade American citizens and ships from entering war zones or traveling on belligerents’ ships.

In early 1939, Roosevelt asked Congress to repeal the Neutrality Act, so the U.S. could sell arms to the free European forces. Congress refused. In September, World War II began as Germany invaded Poland. Roosevelt spoke before Congress again, and on November 4, it approved the Pittman Bill, which allowed America to sell arms to nations who could pay for their weapons in cash.

FDR realized Hitler must be stopped yet knew the value of consensus rule. Publicly, Roosevelt promised that America would not fight unless attacked. He condemned the fascists and suggested that the way to keep the peace was to create a strong national defense. Privately, he prepared America for battle.

Roosevelt dramatically increased the defense budget from 1939 on and began to convert America to a military economy. Using powerful industrialists who could skillfully cut through governmental red tape, Roosevelt began to build the “Arsenal of Democracy.” . . .

When France fell to the Nazis in May 1940, Britain stood alone. Roosevelt began a remarkable and

voluminous secret correspondence with Britain's prime minister, Winston Churchill. Although Churchill desperately needed American troops, he asked only for arms and ammunition. Roosevelt responded, using his presidential powers to circumvent the Neutrality Act. The U.S. swapped 50 aging U.S. destroyers in return for British bases in the Caribbean and Newfoundland. The British saw the trade as unfair. But Churchill needed all the help he could get.

On September 27, 1940, Germany, Italy, and Japan signed the Tripartite Pact, in which they promised to defend each other against U.S. attacks. The pact formally established the Axis alliance. Designed to enforce American neutrality, the pact had quite an opposite effect, increasing interventionist sentiment in America. FDR skillfully capitalized on this change.

In a December "fireside chat" on national radio, Roosevelt condemned Axis aggression, insisting that its objective was no less than world domination. He asked for military aid for Britain, which was rapidly running out of money to buy arms. Behind the scenes, FDR moved even closer to war. He secretly sent Harry Hopkins to London to plan an Anglo-American war against Germany.

In March of 1941, Roosevelt persuaded Congress to pass the Lend-Lease Act. The act allowed the U.S. to lend the Allies war materials in return for repayment after the war. FDR, understanding Britain's desperation, began Atlantic transshipment of materials days before signing the bill.

Using all of his political ingenuity, Roosevelt struggled against the constraints of neutrality. In April, he gave the Navy permission to attack German submarines west of 25 degrees longitude. That same month, the U.S. and Denmark agreed to place Greenland under American protection. In July, the U.S. occupied Iceland. On August 14th, the Selective Service Act, which allowed a peacetime draft, passed Congress by a single vote.

That same August day, the Atlantic Charter was made public. Signed during a secret five-day conference at sea between Roosevelt and Churchill, the charter called for national self-determination and stated that aggressor nations should be disarmed. If this was not a declaration of war, it was close. Roosevelt hoped it would provoke the Germans to war on America. . .

Excerpted from: <http://www.pbs.org/wgbh/americanexperience/features/general-article/fdr-foreign/>

Document 3

AMERICAN RESTRICTIONS ON IMMIGRATION

America's traditional policy of open immigration had ended when Congress enacted restrictive immigration quotas in 1921 and 1924. The quota system allowed only 25,957 Germans to enter the country every year. After the stock market crash of 1929, rising unemployment caused restrictionist sentiment to grow, and President Herbert Hoover ordered vigorous enforcement of visa regulations. The new policy significantly reduced immigration; in 1932 the United States issued only 35,576 immigration visas. State Department officials continued their restrictive measures after Franklin D. Roosevelt's inauguration in March 1933. Although some Americans sincerely believed that the country lacked the resources to accommodate newcomers, the nativism of many others reflected the growing problem of anti-Semitism.

Excerpted from AMERICAN RESPONSE TO THE HOLOCAUST Aaron Berman, Nazism, the Jews and American Zionism, 1933-1948(1990); David S. Wyman, Paper Walls: America and the Refugee Crisis, 1938-1941 (1968) and The Abandonment of the Jews: America and the Holocaust, 1941-1945 (1984).

<http://www.history.com/topics/world-war-ii/american-response-to-the-holocaust>

Document 4

War Relocation Authority, Washington D.C, Japanese-Americans in Relocation Centers:

The War Relocation Authority was established by Presidential Executive Order 9102 on March 18, 1942, to aid the military authorities in evacuation of any persons or groups from any designated areas and to relocate evacuated persons. Its immediate task was the relocation of the people of Japanese ancestry from the Pacific Coast areas.

As soon as it was determined that voluntary evacuation was not effective, and that public sentiment was opposed to large scale relocation in ordinary communities, the War Relocation Authority, in cooperation with the Army, began looking for locations for temporary communities where the evacuees might be maintained under protection until opportunities in private employment could be found. In the meantime, the Army hurriedly built 15 temporary "assembly centers" inside the evacuated area, at race tracks and fair grounds, where the evacuees could be housed until the relocation centers were ready.

<u>Center</u>	<u>State</u>	<u>Population</u>
Manzanar	California	10,000
Tule Lake	California	15,000
Colorado River	Arizona	17,000
Gila River	Arizona	14,000
Central Utah	Utah	8,000
Minidoka	Idaho	9,000
Heart Mountain	Wyoming	11,000
Granada	Colorado	7,000
Rohwer	Arkansas	8,000
Jerome	Arkansas	8,000
		<u>107,000</u>

Excerpted from Report, *Japanese-Americans in Relocation Centers*, March 1943. Papers of Philleo Nash.

Evidence Chart for Text Readings

Use this graphic organizer to write down evidence as you read the documents, preferably with a partner. In the citation boxes, be sure to write down all of the source information for each document (where it came from, dates, etc.). Ask your teacher to show you where this information is, if you are unsure. Also enter the name of the country or countries being discussed. You will learn how to correctly cite documents in your final essay in MLA format in a later lesson.

Essential Question: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Document 1		
Citation <hr/> <hr/>		
Country or Countries <hr/> <hr/> <hr/>		
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Document 3

Citation

Country or Countries

Political	Economic	Social
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Document 4

Citation

Country or Countries

Political	Economic	Social
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Words which I did not understand:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Questions I have for my teacher about the text readings:

Sourcing

You have now read different texts from or about the World War II era. Did you observe any bias (opinion-based observations) in the texts? You discussed earlier what you might need to know about the authors of each text. Read the following to see if it makes any difference in your interpretation of the readings, and write your reflections in the space provided on the next page.

Text Sources:

Document 1: digitalhistory.uh.edu

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This is an educational and non-commercial site designed specifically for history teachers and their students. By continuing, you are acknowledging your understanding of this notice and your agreement to use these images accordingly and for educational purposes only.

Document 2: Excerpted from pbs.org/wgbh/americanexperience/features/general-article/fdr-foreign/ (The American Experience) PBS is a private, nonprofit corporation, founded in 1969, whose members are America's public TV stations — noncommercial, educational licensees that operate more than 350 PBS member stations and serve all 50 states, Puerto Rico, U.S. Virgin Islands, Guam and American Samoa.

Document 3: Excerpted from **AMERICAN RESPONSE TO THE HOLOCAUST** Aaron Berman, *Nazism, the Jews and American Zionism, 1933-1948*(1990); David S. Wyman, *Paper Walls: America and the Refugee Crisis, 1938-1941* (1968) and *The Abandonment of the Jews: America and the Holocaust, 1941-1945* (1984).

Document 4: Excerpted from Papers of Philleo Nash, Special Assistant to the Director for White House Liaison, Office of War Information, 1942-1946; http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/documents/pdf/32.pdf#zoom=100

Sourcing Assessment:

Write your reflections about the text sources here. Are there questions you still have about the authorship of the texts? Write them below:

Lesson 2

Connecting Vocabulary and Annotating a Text – Hitler Youth

Activity 2.1: Warm-Up

Slide 8

Write two questions you have regarding the Hitler Youth Facts from Slide 8.

Q1

Q2

Activity

2.2 Vocabulary Connections

DIRECTIONS:

1. With a partner, read each vocabulary term and discuss possible meanings. Write or draw what you think each word means in the column titled ‘What I Think.’
2. With your partner, scan the text and circle the vocabulary words from your list. As you scan the text, mark words that you don’t know with a star (*).
3. With your partner, read the text. At the end of **each section** discuss the vocabulary terms in that section to determine their contextual meanings. When you finish reading, write or draw the definition of the words based on what you have learned about the vocabulary in the ‘What I Learned’ column.

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Hitler Youth	
	Indoctrinated	

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Nazi	
	Glorification	
	Adolph Hitler	

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Germany	
	Compulsory	
	Third Reich	

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Anti-Semitism	
	SA Stormtrooper	

Nazi Germany - Hitler Youth

In the early 1920s, the Nazi party had established a youth movement led by Kurt Gruber, with the aim of attracting young men who could be trained to become members of the SA (Stormtroopers).

On 4th July 1926 the group was renamed the Hitler Youth, League of German Worker Youth and became attached to and run by the SA.

The Hitler Youth (Hitler Jugend) wore uniforms and attended meetings and rallies where they were indoctrinated with Nazi views.

Adolf Hitler believed that the support of the youth was vital to the future of the third Reich and aimed, through the Hitler Youth programme, to produce a generation of loyal supporters of Nazi views.

Posters were used to attract more members and membership rose from 5,000 in 1925 to 25,000 in 1930.



When the Nazis came to power in 1933 other youth groups were forcibly merged into the Hitler Youth and by the end of 1933 membership stood at just over 2 million.

In December 1936, membership of the Hitler Youth became virtually compulsory for all boys and girls aged over 10 years - membership could only be avoided by not paying subscription fees, but this 'loophole' was relaxed in 1939 and membership increased to 8 million members by 1940.

There were separate Hitler Youth groups for boys and girls:

Boys aged 6 - 10 years joined the Little Fellows (Pimpf). They did mainly outdoor sports type activities such as hiking, rambling and camping.

Boys aged 10 - 13 years joined the German Young People (Deutsche Jungvolk). They still did sporting activities but these had a more military

emphasis such as parading and marching as well as map reading. They also learnt about Nazi views on racial purity and anti-semitism.

Boys aged 14 - 18 years joined the Hitler Youth (Hitler Jugend). They were prepared to be soldiers by doing military activities.

Girls aged 10 - 14 years joined the Young Maidens (Jungmadel) where they were taught good health practices as well as how to become good mothers and housewives. They also learnt about Nazi views on racial purity and anti-semitism.

Girls aged 14 - 21 joined the League of German Maidens (Deutscher Madel) where they were further prepared for their roles as the mother of future Germans.

Categorizing Vocabulary

DIRECTIONS:

- Working with your partner, you will now group the vocabulary terms into categories. Look over each word and its definition and decide which words are similar to or connect to each other in some way. Using the category chart, group the words into three or four categories, write them in the columns, and give each category a title. How do the words connect? What makes them connect?
- Write a three- to five-sentence summary using the vocabulary terms to connect what you have learned.

Category 1	Category 2	Category 3	Category 4
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Summary

Activity

2.3 Model Annotating Text

Sample Annotated text from Slide Presentation

Directions: As your teacher presents each slide, follow along and trace the annotations.

Excerpt from HOW THE NAZIS BRAINWASHED VULNERABLE TEENAGERS IN A BID TO SPREAD THEIR FOUL RACIST IDEOLOGY

Activities such as the Landjahr, where teenagers would spend months working on a farm and practicing military discipline, helped members bond and shored up their belief in the Nazi cause.

After the start of the Second World War, the Hitler Youth was transformed into an auxiliary military force, initially attached to units such as the fire brigade and postal service.

Later in the war, with Germany suffering increasingly devastating losses, teenagers began fighting on the front line as part of their own SS division.

Hundreds of boys as young as 12 helped form the last line of defense when Berlin was besieged by the Allied forces and most were killed by the Soviet troops who entered the city.

Perhaps the best-known member of the Hitler Youth is Joseph Ratzinger, now Pope Benedict XVI, who was forced to join the movement but refused to attend meetings due to his family's anti-Nazi views.

Handwritten annotations:

- farm program for youth (pointing to Landjahr)
- German National Socialist (pointing to Nazi cause)
- back-up or support (pointing to auxiliary military force)
- JW groups in Africa make kids fight (pointing to auxiliary military force)
- Nazi police force (pointing to SS division)
- Surrounded or overwhelmed (pointing to Berlin)
- Pope (pointing to Joseph Ratzinger)
- How did he get to become Pope if he was part of the Nazis? (pointing to Joseph Ratzinger)
- Children trained by Hitler (pointing to Hitler Youth)
- Why send Children into Battle? (pointing to fighting on the front line)
- Capital of Germany (pointing to Berlin)
- U.S. France Britain USSR (pointing to Allied forces)
- USSR (Russia) (pointing to Soviet troops)
- TM Saw Pope on TV (pointing to Joseph Ratzinger)

Guided Practice I

Directions: With your partner, annotate the text. Use the annotation techniques listed on the review slide.

Excerpt from “Nazi Education”

Education played a very important part in Nazi Germany in trying to cultivate a loyal following for Hitler and the Nazis. The Nazis were aware that education would create loyal Nazis by the time they reached adulthood. The Hitler Youth had been created for post-school activities and schools were to play a critical part in developing a loyal following for Hitler - indoctrination and the use of propaganda were to be a common practice in Nazi schools and the education system.

Enforcing a Nazi curriculum on schools depended on the teachers delivering it. All teachers had to be vetted by local Nazi officials. Any teacher considered disloyal was sacked. Many attended classes during school holidays in which the Nazi curriculum was spelled out and 97% of all teachers joined the Nazi Teachers’ Association. All teachers had to be careful about what they said as children were encouraged to inform the authorities if a teacher said something that did not fit in with the Nazi’s curriculum for schools.

“Nazi Education,” <http://www.historylearningsite.co.uk/nazi-germany/nazi-education/>

Activity

2.4 Annotating with Prompts, Inferring, and Reading for Details

Guided Practice II

The Hitler Youth had 100,000 members when Hitler took power January 1933. Membership jumped to 2 million by the end of the year and to 5.4 million by December 1936. The Nazis later banned competing youth organizations and, in March 1939, issued a decree requiring all German youth aged 10 to 18 to join the Hitler Youth. By the early years of World War II, about 90 percent of the country’s young people belong to the Hitler Youth.

INFERRING

1. Why would the Nazis ban other youth organizations?

2. Why would the Germans want young children to be in the Hitler Youth?

3. Could this type of indoctrination occur today? Why/Why not?

The goal of the Hitler Youth was to indoctrinate young Germans with the Nazi ideology – hatred of Jews, glorification of the German nation, and worship of Hitler. Hitler Youth members participated in party rallies and parades, distributed party literature, and kept an eye on teachers and their curricula for the Nazi party. The success of the organization was proven in World War II as young men eagerly signed up for the military, while youth on the home front collected scrap metal, served as air raid wardens, and helped wounded soldiers.

READING FOR DETAILS

1. What was the Nazi ideology?

2. What were the responsibilities of youth on the home front?

3. How was the Nazi Youth organization successful?

Activity

2.5 Annotating Independently, Drawing Conclusions and Making Predictions

Unit Essential Question: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Prompt: Based on your knowledge of the indoctrination of the youth in Germany and Hitler’s goal of world domination, what conclusions can you draw as to the extent political, economic, and social factors contributed to the extreme actions of WWII. Predict what the outcome may have been if the Hitler Youth program had been allowed to continue.

Directions: Write a paragraph to address each part of the prompt. Each paragraph should be three to five sentences in length. 1) What role did political, economic, and social factors of the Hitler Youth have in contributing to the extreme actions taken by the United States, Germany, and Japan. 2) If the Hitler Youth had been allowed to continue, predict what may have been the long-term impact on Germany and the world.

Lesson 3

Comparing/Contrasting and Analyzing Documents, Photos and Cartoons



Activity

3.1 Warm Up Activity

I. Describe four actions taking place in the headline.

1.

2.

3.

4.

II. After reading the newspaper headline about Japan declaring war on the United States, write three questions that you still have about the attack, that were not answered by the headline.

1.

2.

3.

Activity

3.2 Vocabulary and Note Taking/Cornell Notes

Vocabulary/Guided Practice I

Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	
assaults				summoned	
holdings				decipher	
Context Definition	Pearl Harbor	Philippines	General Douglas MacArthur	Surrender	Context Definition
Context Definition	Harry Truman	War in the Pacific Text Title		Bataan Death March	Context Definition
Context Definition	Kamikaze	Fall back	Battle of Midway	Chester Nimitz	Context Definition
Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	
selectively					
intensified					

Directions 1: With your partner, scan the text and annotate.

Directions 2: With your partner, read the text. Using context clues, write the definitions to the vocabulary terms. Write unknown words in the corner boxes and try to define them using context clues.

Directions 3: With your partner, read along as your teacher reads each paragraph. Look for information that would be important to write down as notes.

War in the Pacific

Defeating Germany was only part of America's mission.

Pearl Harbor was only the beginning of Japanese assaults on American holdings in the Pacific. Two days after attacking Pearl Harbor, they seized Guam, and two weeks after that they captured WAKE ISLAND. Before 1941 came to a close, the Philippines came under attack.

Led by GENERAL DOUGLAS MACARTHUR, the Americans were confident they could hold the islands. A fierce Japanese strike proved otherwise. After retreating to strongholds at BATAAN AND CORREGIDOR, the United States had no choice but to surrender the Philippines. Before being summoned away by President Roosevelt, General MacArthur promised: "I SHALL RETURN."

Before he returned however, the Japanese inflicted the BATAAN DEATH MARCH, a brutal 85-mile forced on American and Filipino POWs. 16,000 souls perished along the way.

In June 1942, Japan hoped to capture Midway Island, an American held base about 1000 miles from Hawaii. Midway could have been used as a staging point for future attacks on Pearl Harbor. The United States was still benefiting from being able to decipher Japanese radio messages. American naval commanders led by CHESTER NIMITZ therefore knew the assault was coming.

Airplane combat decided the BATTLE AT MIDWAY. After the smoke had cleared, four Japanese aircraft carriers had been destroyed. The plot to capture Midway collapsed, and Japan lost much of its offensive capability in the process. After the Battle of Midway, the Japanese were forced to fall back and defend their holdings.

Island hopping was the strategy used by the United States command. Rather than taking every Japanese fortification, the United States selectively chose a path that would move U.S. naval forces closer and closer to the Japanese mainland. In October 1944, MacArthur returned to the Philippines accompanied by a hundred ships and soon the islands were liberated. The capture of IWO JIMA and OKINAWA cleared the way for an all-out assault on Japan. Despite heavy losses, the Japanese refused to surrender. They intensified the attacks on American ships with suicide mission KAMIKAZE flights. In April 1945, President Roosevelt died of a brain hemorrhage, and HARRY TRUMAN was unexpectedly left to decide the outcome of the war in the Pacific.

War in the Pacific

Key Points/Main Ideas

Notes

Summary

Activity

3.3 Vocabulary and Note Taking Independent Practice

Directions:

1. Place the title of the text in the center block.
2. Place vocabulary term in the blocks around the title.
3. Place the context definition in the box outside of the vocabulary term.
4. Place words that you do not know or are unfamiliar with in the boxes at the corners, and write their definitions.

Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	
Context Definition					Context Definition
Context Definition		Japanese-American Internment			Context Definition
Context Definition					Context Definition
Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	

Japanese-American Internment

Over 127,000 United States citizens were imprisoned during World War II. Their crime? Being of Japanese ancestry.

Despite the lack of any concrete evidence, Japanese Americans were suspected of remaining loyal to their ancestral land. ANTI-JAPANESE PARANOIA increased because of a large Japanese presence on the West Coast. In the event of a Japanese invasion of the American mainland, Japanese Americans were feared as a security risk.

Succumbing to bad advice and popular opinion, President Roosevelt signed an executive order in February 1942 ordering the RELOCATION of all Americans of Japanese ancestry to CONCENTRATION CAMPS in the interior of the United States.

Evacuation orders were posted in JAPANESE-AMERICAN communities giving instructions on how to comply with the executive order. Many families sold their homes, their stores, and most of their assets. They could not be certain their homes and livelihoods would still be there upon their return. Because of the mad rush to sell, properties and inventories were often sold at a fraction of their true value.



After being forced from their communities, Japanese families made these military style barracks their homes.

Until the camps were completed, many of the evacuees were held in temporary centers, such as stables at local racetracks. Almost two-thirds of the interns were NISEI, or Japanese Americans born in the United States. It made no difference that many had never even been to Japan. Even Japanese-American veterans of World War I were forced to leave their homes.

Ten camps were finally completed in remote areas of seven western states. Housing was spartan, consisting mainly of tarpaper barracks. Families dined together at communal mess halls, and children were expected to attend school.

Adults had the option of working for a salary of \$5 per day. The United States government hoped that the interns could make the camps self-sufficient by farming to produce food. But cultivation on arid soil was quite a challenge.

Evacuees elected representatives to meet with government officials to air grievances, often to little avail. Recreational activities were organized to pass the time. Some of the interns actually volunteered to fight in one of two all-Nisei army regiments and went on to distinguish themselves in battle.

On the whole, however, life in the relocation centers was not easy. The camps were often too cold in the winter and too hot in the summer. The food was mass produced army-style grub. And the interns knew that if they tried to flee, armed sentries who stood watch around the clock, would shoot them.



Many Americans worried that citizens of Japanese ancestry would act as spies or saboteurs for the Japanese government. Fear — not evidence — drove the U.S. to place over 127,000 Japanese-Americans in concentration camps for the duration of WWII.



Most of the ten relocation camps were built in arid and semi-arid areas where life would have been harsh under even ideal conditions.

FRED KOREMATSU decided to test the government relocation action in the courts. He found little sympathy there. In *KOREMATSU VS. THE UNITED STATES*, the Supreme Court justified the executive order as a wartime necessity. When the order was repealed, many found they could not return to their hometowns. Hostility against Japanese Americans remained high across the West Coast into the postwar years as many villages displayed signs demanding that the evacuees never return. As a result, the interns scattered across the country.

In 1988, Congress attempted to apologize for the action by awarding each surviving intern \$20,000. While the American concentration camps never reached the levels of Nazi death camps as far as atrocities are concerned, they remain a dark mark on the nation's record of respecting civil liberties and cultural differences.



Fred Korematsu challenged the legality of Executive Order 9066 but the Supreme Court ruled the action was justified as a wartime necessity. It was not until 1988 that the U.S. government attempted to apologize to those who had been interned.

Japanese-American Internment

Key Points/Main Ideas

Notes

Activity

3.4 Analyzing Primary Sources

Guided Practice I

PowerPoint Slide 14 Historical Context – The HIPPOS Method of Document Analysis

Analyze the cartoon and picture below. What do you see? What can you infer? Determine the historical context of each document and fill in the chart at the bottom of the page.



Historical Context

Evidence

Historical Context

Evidence

PowerPoint Slide 17 Intended Audience

Read the document below. Who wrote the document? Why was the document written? For whom was the document written? Fill in the chart at the bottom of the page.

Have you ever lain awake on Christmas Eve with everything about you strange, quiet and still as death? As Christmas drew nearer, we older children knew that this year there wouldn't be gifts and much fun for the little children, for out here in a concentration camp we thought no one would think of us. So we tried extra hard to make Christmas as happy as possible for the tots. Christmas was ushered in with cold, howling winds... Refusing to be discouraged, we panned for a party for which everyone gladly donated some money. We decorated the Mess Hall with red and green crepe papers and wreaths made of desert holly... As if with the waving of a magic wand the bare cold mess hall was changed into an enchanting place.

– *Emiko Kamiya, who was interned at the Poston Relocation Center, quoted in Werner, Through the Eyes of Innocents, p. 94*

Intended Audience

Evidence

PowerPoint Slide 19 Purpose

Read each article below. When were the articles written? Why were the articles written? Fill in the chart at the bottom of the page.

400 Japanese Now West Coast Bound

ROHWER, Ark., Aug. 17. (AP)—Approximately 400 Japanese Americans will leave the Rohwer relocation center by special train tomorrow to return to their homes on the west coast, the public relations office announced yesterday.

Nearly 800 evacuees left Rohwer in July, with approximately half returning to California. Twelve or 15 have relocated in Arkansas, mostly on farms near Little Rock.

Peak population of the Rohwer project was 8564, but was cut to 3917 by Aug. 12. The project will be closed Dec. 15.

Report Tells Of Japanese Plot in U. S.

A confidential report on Japanese activities in California, made to the House Committee on un-American Activities, was obtained by The Washington Post last night. Replete with names, dates and other detailed information, the hitherto secret document, makes these assertions:

1. That the Japanese consulates in Los Angeles and San Francisco have organized Japanese residents of California for "sabotage and espionage purposes."
2. That the organization, which the report refers to as an "espionage gang," divides the Japanese colony into three groups, depending on whether they are farmers, fishermen, or engaged in other trades, and assigns specific subversive tasks to each group.
3. That "all the Japanese farmers are required to live or move as near as possible to areas where oil wells are strategically located; to furnish and keep up to date accurate diagrams, maps, plans for new wells, extent of operations, etc., of the oil fields."

Historical Context

Evidence

Historical Context

Evidence

PowerPoint Slide 21 Point of View

Read the document below. Who wrote the document? What do you know about the author? Does the author’s background influence his point of view?

Colonel Bendetsen showed himself to be a little Hitler. I mentioned that we had an orphanage with children of Japanese ancestry, and that some of these children were half Japanese, others one fourth or less. I asked which children should we send.... Bendetsen said: “I am determined that if they have one drop of Japanese blood in them, they must go to camp.

– *Father Hugh T. Lavey of the Catholic Maryknoll Center, quoted in Werner, Through the Eyes of Innocents, p. 85*

Point of View

Evidence

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How does this document connect with other documents in this time period? How can you use the document to connect to evidence that you might use in a historical claim?

Outside Information

Evidence

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Comparing and Contrasting Video Practice

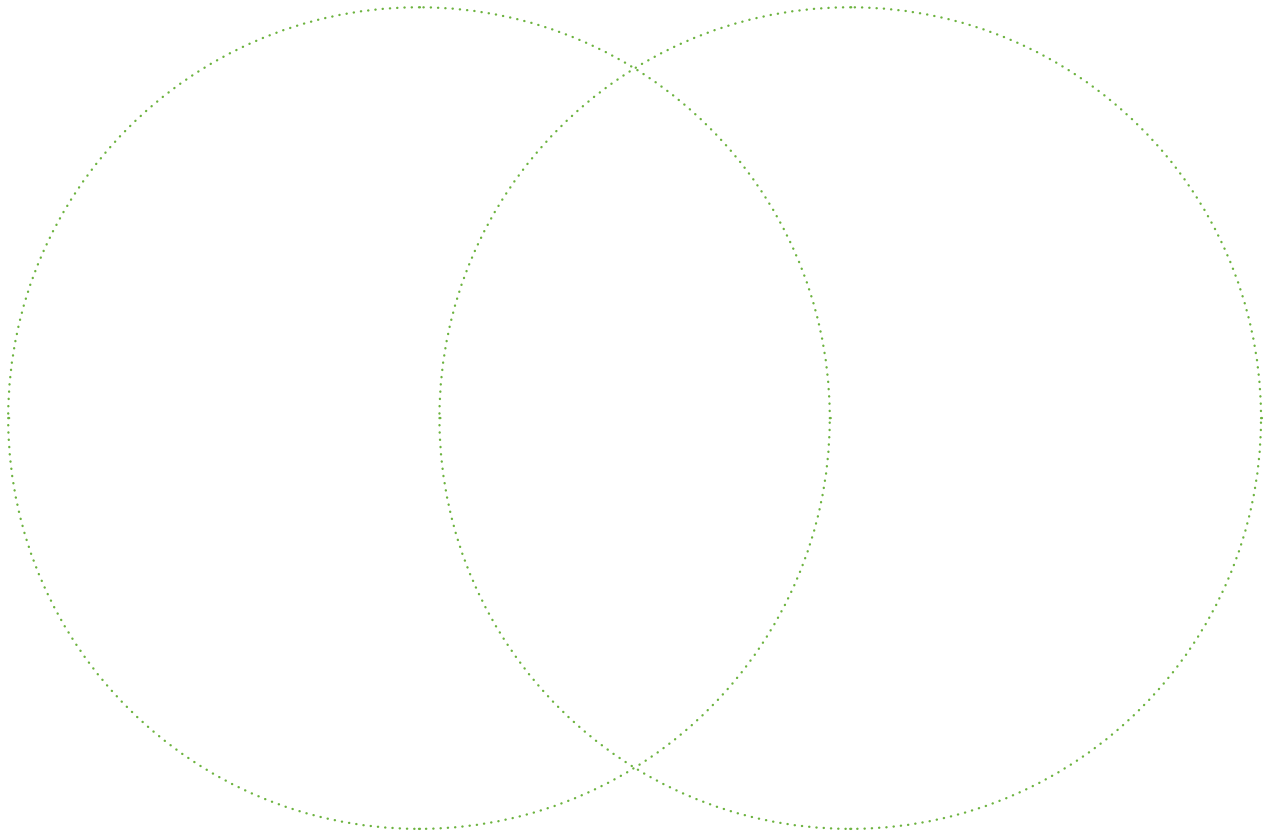
Compare

1. How are oranges and bananas the same?

Contrast

2. How are oranges and bananas different?

3. Fill in the Venn Diagram with information from the video.



4. What do you think *compare* means?

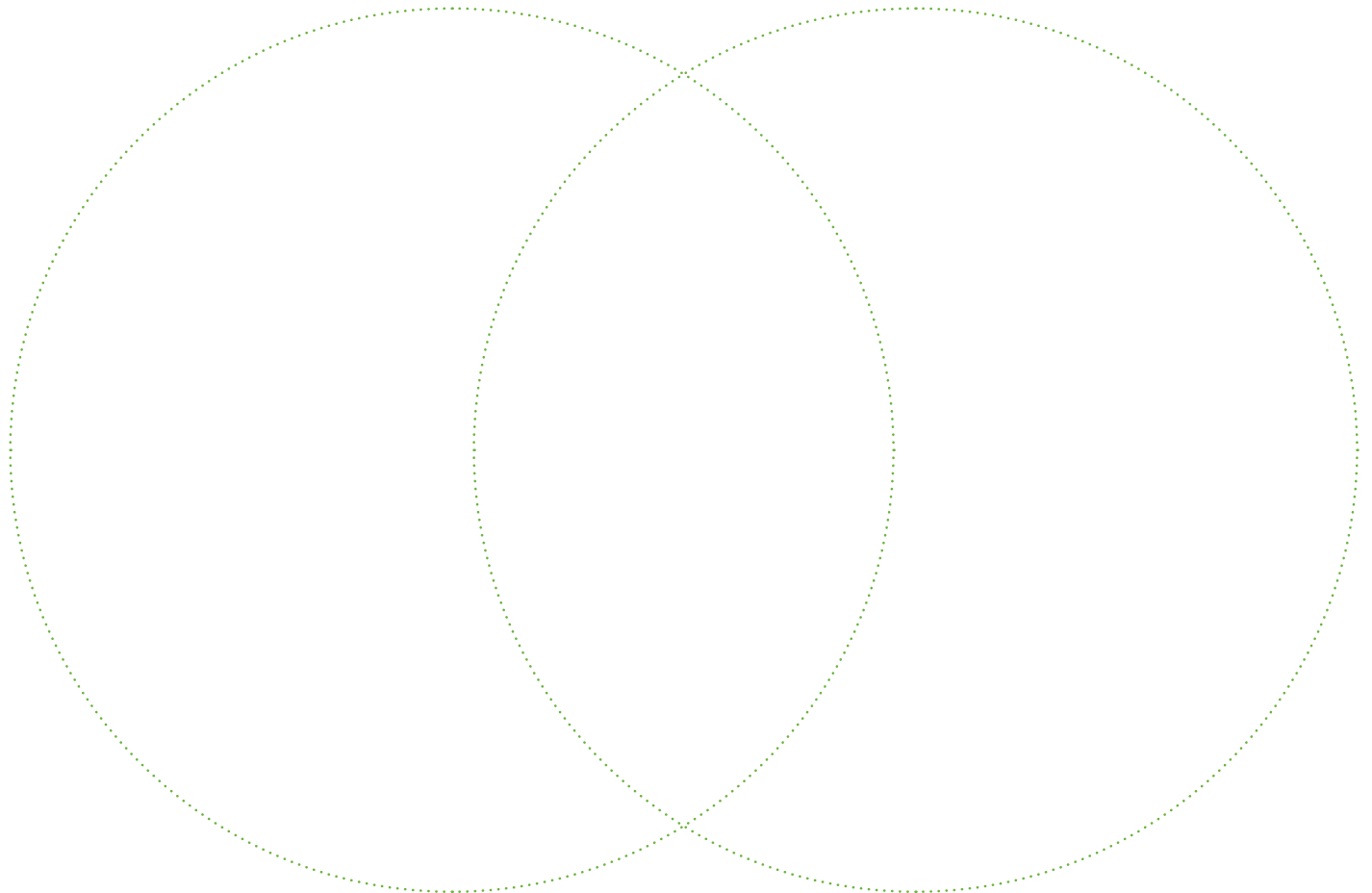
5. What do you think *contrast* means?

6. What can you use to organize your ideas?

Comparing and Contrasting Primary Sources

Guided Practice

Compare and contrast the documents below.



Compare and contrast the documents below.

400 Japanese Now West Coast Bound

ROHWER, Ark., Aug. 17. (AP)—Approximately 400 Japanese Americans will leave the Rohwer relocation center by special train tomorrow to return to their homes on the west coast, the public relations office announced yesterday.

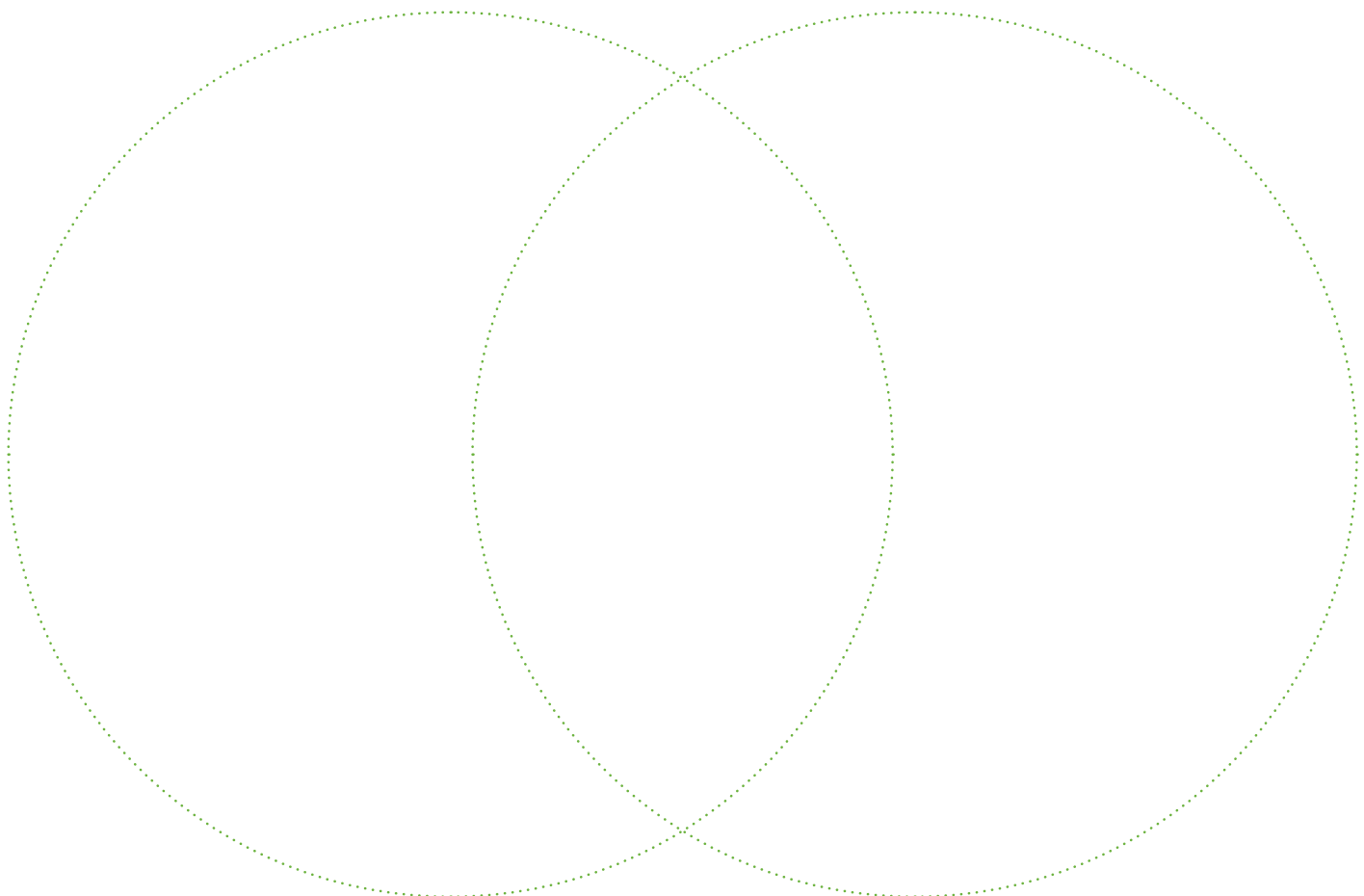
Nearly 800 evacuees left Rohwer in July, with approximately half returning to California. Twelve or 15 have relocated in Arkansas, mostly on farms near Little Rock.

Peak population of the Rohwer project was 8564, but was cut to 3917 by Aug. 12. The project will be closed Dec. 15.

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1. That the Japanese consulates in Los Angeles and San Francisco have organized Japanese residents of California for "sabotage and espionage purposes."
2. That the organization, which the report refers to as an "espionage gang," divides the Japanese colony into three groups, depending on whether they are farmers, fishermen, or engaged in other trades, and assigns specific subversive tasks to each group.
3. That "all the Japanese farmers are required to live or move as near as possible to areas where oil wells are strategically located; to furnish and keep up to date accurate diagrams, maps, plans for new wells, extent of operations, etc., of the oil fields."



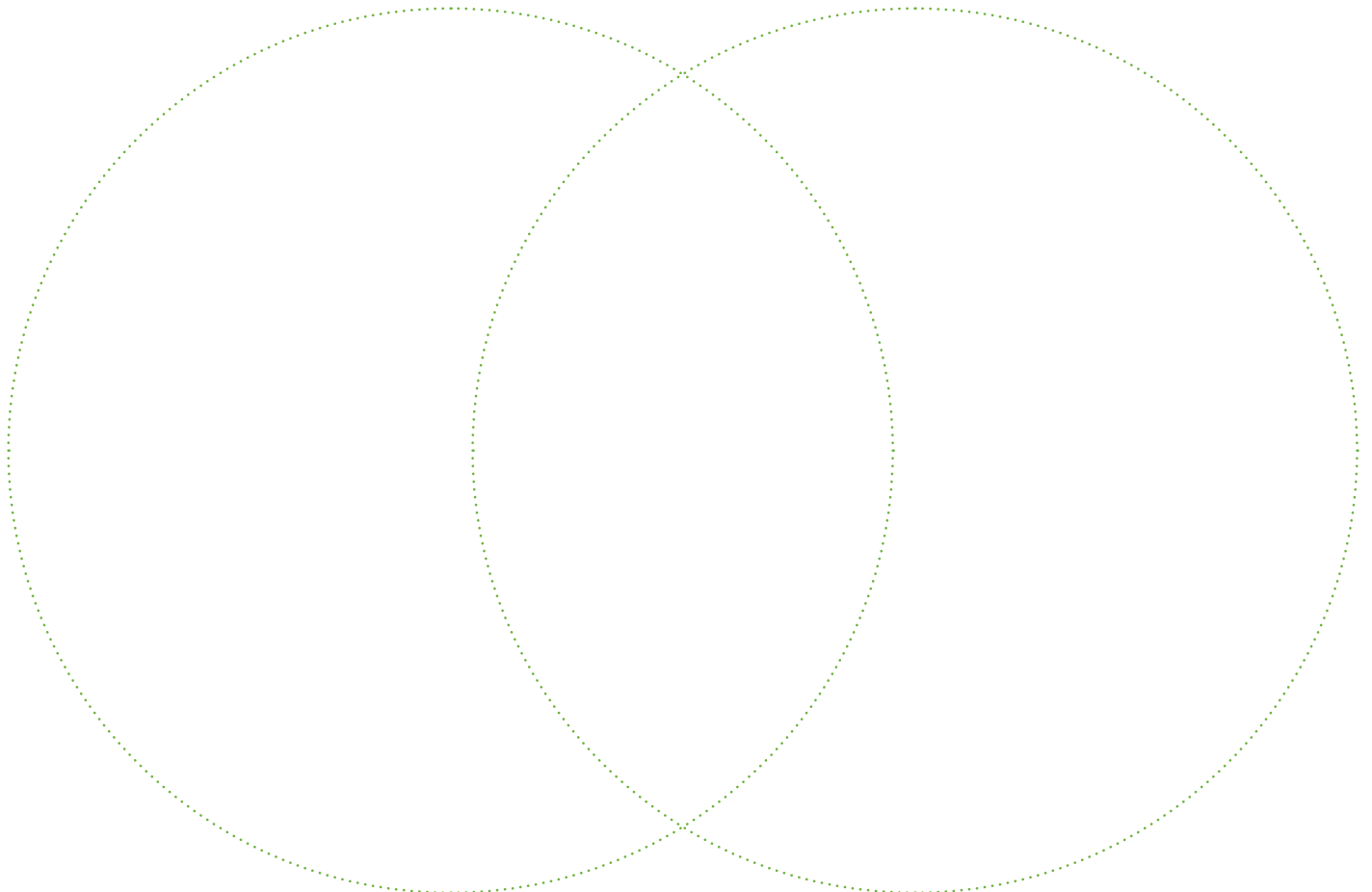
Compare and contrast the documents below.

Have you ever lain awake on Christmas Eve with everything about you strange, quiet and still as death?... As Christmas drew nearer, we older children knew that this year there wouldn't be gifts and much fun for the little children, for out here in a concentration camp we thought no one would think of us. So we tried extra hard to make Christmas as happy as possible for the tots. Christmas was ushered in with cold, howling winds... Refusing to be discouraged, we panned for a party for which everyone gladly donated some money. We decorated the Mess Hall with red and green crepe papers and wreaths made of desert holly... As if with the waving of a magic wand the bare cold mess hall was changed into an enchanting place.

– *Emiko Kamiya, who was interned at the Poston Relocation Center, quoted in Werner, Through the Eyes of Innocents, p. 94*

Colonel Bendetsen showed himself to be a little Hitler. I mentioned that we had an orphanage with children of Japanese ancestry, and that some of these children were half Japanese, others one fourth or less. I asked which children should we send... Bendetsen said: "I am determined that if they have one drop of Japanese blood in them, they must go to camp.

– *Father Hugh T. Lavey of the Catholic Maryknoll Center, quoted in Werner, Through the Eyes of Innocents, p. 85*



Activity

3.5 Analyzing and Comparing and Contrasting Primary Sources Independently

Directions: Analyze the series of primary source documents for HIPPOS. Be sure to document evidence to support your conclusions. After you analyze each pair of documents independently, you will then compare and contrast them with a partner.

Follow up: After completing the analysis activities independently, work with a partner and share your answers. Do you have the same answers? If not, document alternative answers in your notebook. After sharing, you and your partner will work together to compare and contrast the documents in sets of two. Label the sets.

Historical Context

What was going on during this time?

Where was this happening?

When was this happening?

Intended Audience

Who will see the document?

Where was it published?

When was it published?

Purpose

Why did the author create the document?

Is the author trying to provoke feelings in the reader?

Point of view

What is the author's attitude toward the event?

What is the author's bias? (prejudice in favor of or against)

What is the author's background?

Outside Information

What outside information can be connected with this document?

How does the document connect with other events during the time period?

Source

Who provided this information?

How does the source of this information affect its validity?

Document 1 – Primary Source Analysis/Document

Walter Lippmann “The Fifth Column”

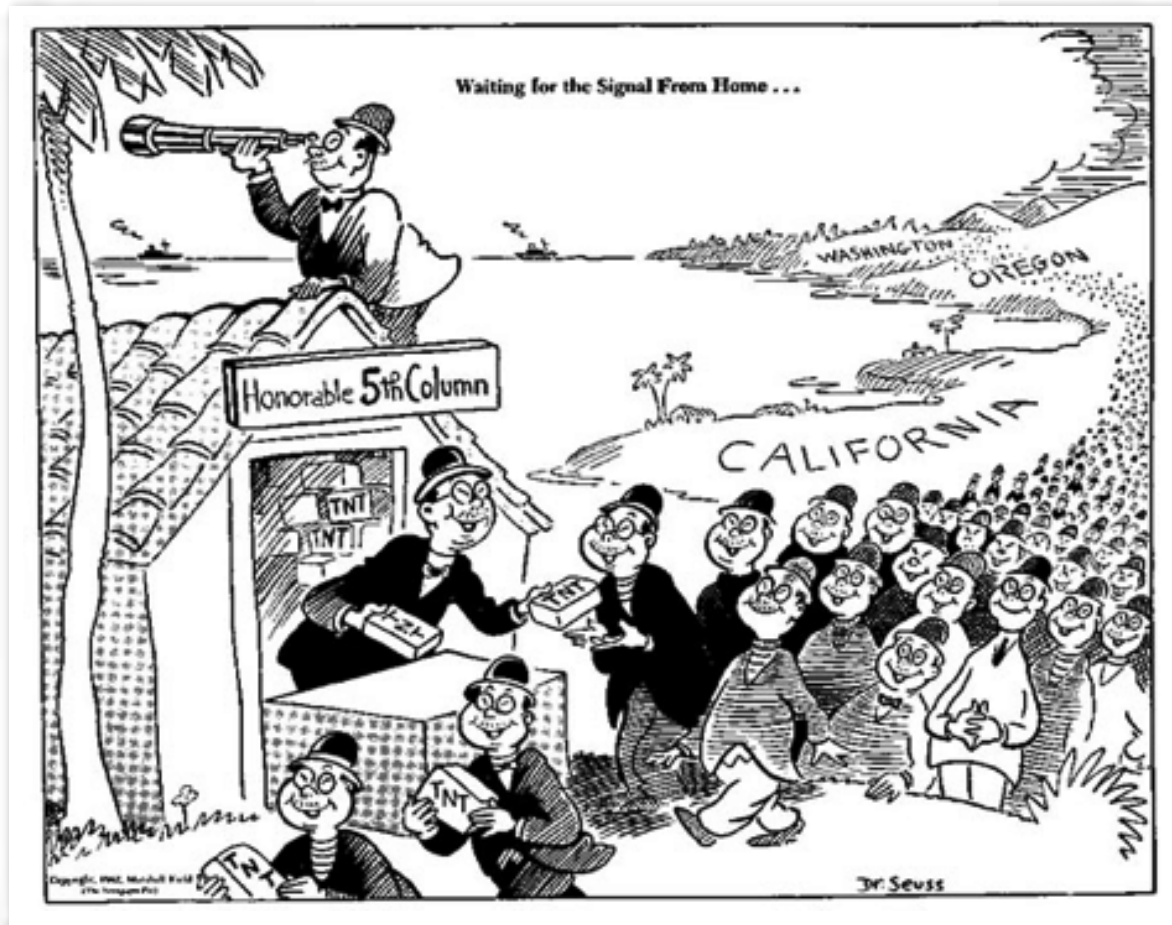
Los Angeles Times, February 13, 1942

Note: The term “fifth column” refers to people who engage in espionage or sabotage within their own country.

SAN FRANCISCO—The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without. . . The peculiar danger of the Pacific Coast is in a Japanese raid accompanied by enemy action inside American territory. This combination can be very formidable indeed. For while the striking power of Japan from the sea and air might not in itself be overwhelming at any one point just now, Japan could strike a blow which might do irreparable damage if it were accompanied by the kind of organized sabotage to which this part of the country is specially vulnerable . . . It is a fact that the Japanese navy has been reconnoitering the Pacific Coast more or less continually and for a considerable length of time, testing and feeling out the American defenses. It is a fact that communication takes place between the enemy at sea and enemy agents on land. These are facts which we shall ignore or minimize at our peril. It is also a fact that since the outbreak of the Japanese war there has been no important sabotage on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well-organized and that it is held back until it can be struck with maximum effect.

Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 2 – Primary Source Analysis/Political Cartoon



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

After you analyze documents 1 and 2, complete the compare/contrast chart below.
 Keep in mind political, economic, and social aspects.

Document 1	Document 2
Compare (How are they alike?)	
Contrast (How are they different?)	

Document 3 – Primary Source Analysis/Photograph



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 4 – Primary Source Analysis/Photograph



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

After you analyze documents 3 and 4, complete the compare/contrast chart below.
Keep in mind political, economic, and social aspects.

Document 3		Document 4	
Compare (How are they alike?)			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Contrast (How are they different?)			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 5 – Primary Source Analysis/Painting

EVACUATION TO BE CARRIED OUT GRADUALLY

The San Francisco News

March 3, 1942

93,000 Nipponese in California Are Affected by Order

The entire California, Washington and Oregon coasts, as well as the Southern sections of California and Arizona along the Mexican border, today were designated Military Area No. 1 by Lieut. Gen. John L. DeWitt, commanding the Western Defense Command and Fourth Army.

From this vast area, General DeWitt announced “such persons or classes of persons as the situation may require will by subsequent proclamation be excluded.”

Eventually this vast area will be cleared of all alien and American-born Japanese, as well as many Italians and Germans, but General DeWitt emphasized there will be no mass evacuation of Japanese, as some state and local officials have suggested. Mass evacuations, said General DeWitt, would be “impractical.”

“Evacuation from military areas will be a continuing process,” he said. “Japanese aliens and American-born Japanese will be required by future orders to leave certain critical points within the military areas first. These areas will be defined and announced shortly. After exclusion has been completed around the most strategic area, a gradual program of exclusion from the remainder of Military Area No. 1 will be developed.”. . . While no immediate evacuation order was issued, General DeWitt suggested all Japanese—alien and American-born—might do well to get out of Military Area No. 1 as quickly as possible. “Those Japanese and other aliens who move into the interior out of this area now will gain considerable advantage and in all probability will not again be disturbed,” he said.

Where they might go, however, was uncertain.

Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 6 – Primary Source Analysis/Poster

**I AM AN
AMERICAN
TOO!**

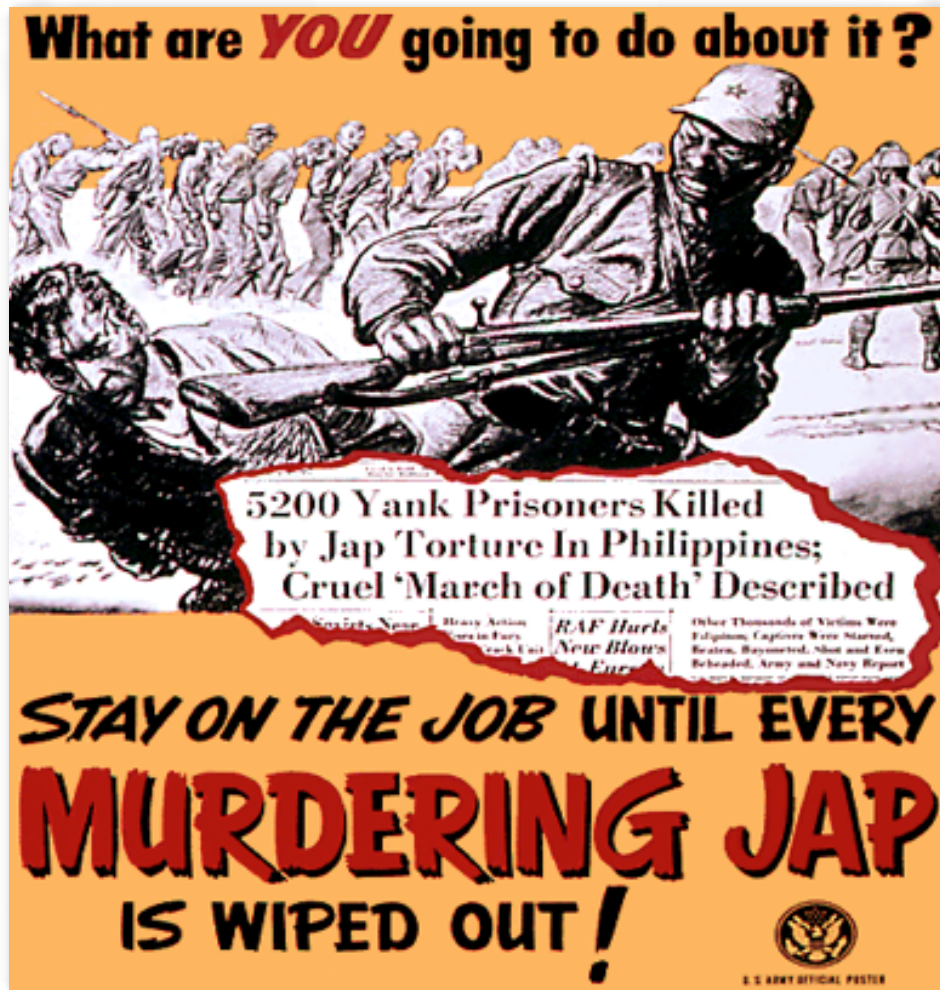
I came to the United States in 1903.
I worked hard to learn to be a good cook.
I was chef at the Marion hotel from 1914
to 1932, a total of 17 years.
I have operated my own restaurant in Salem
since 1934.
I have five children all born here in Salem.
I have been a resident of Salem for over 27
years. I love my wife, I love my children, I
love my home and I love my United States.

Member Salem Chamber of Commerce

Frank Tanaka, Owner
Tokio Sukiyaki
222½ N. Commercial

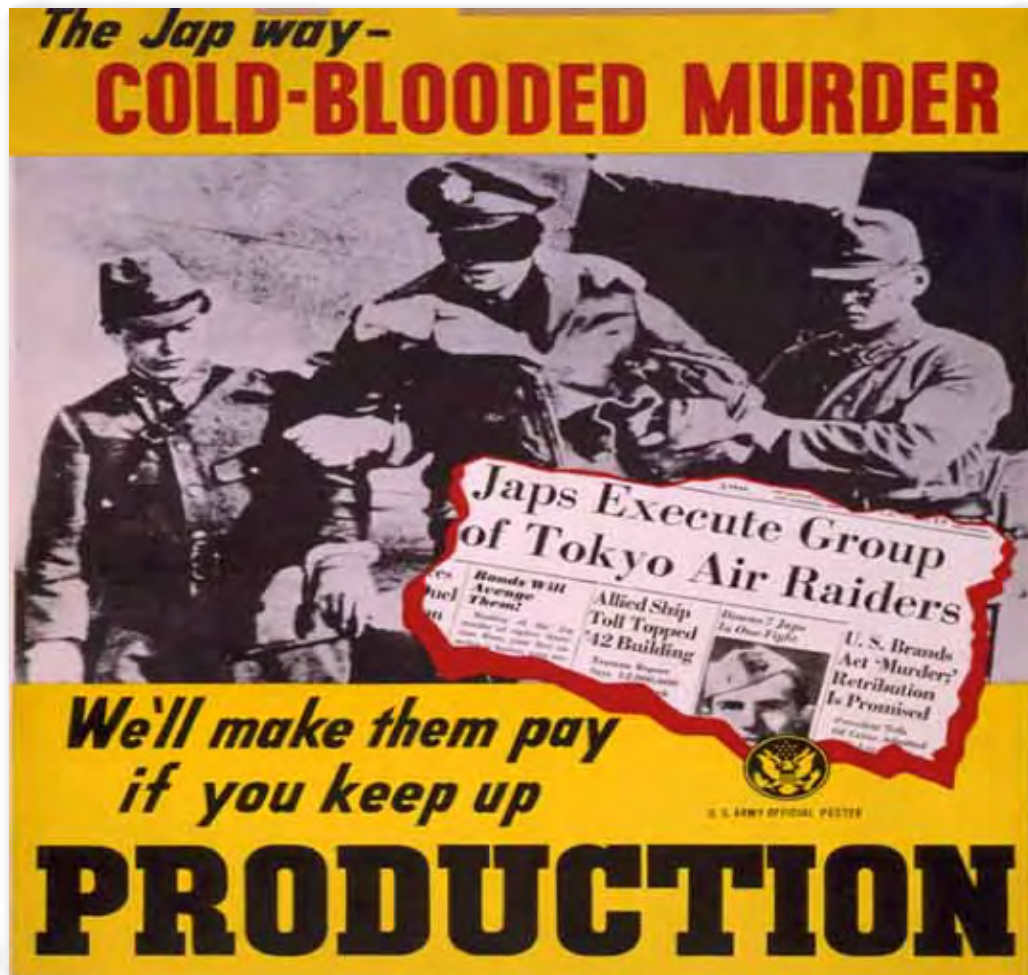
Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 7 – Primary Source Analysis/Political Cartoon



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 8 – Primary Source Analysis/Propaganda Poster



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

After you analyze documents 7 and 8, complete the compare/contrast chart below.
Keep in mind political, economic, and social aspects.

Document 7	Document 8
Compare (How are they alike?)	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Contrast (How are they different?)	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson 4

Close Reading

Activity

4.1 Warm-Up – Preparing for Close Reading

Consider the essential question of the unit: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Directions: Read this paragraph from the United States Holocaust Memorial Museum website. Choose the word to best describe what this paragraph is all about.

Now answer the following question:

During World War II, ghettos were city districts (often enclosed) in which the Germans concentrated the municipal and sometimes regional Jewish population and forced them to live under miserable conditions. Ghettos isolated Jews by separating Jewish communities from the non-Jewish population and from other Jewish communities. The Germans established at least 1,000 ghettos in German-occupied and annexed Poland and the Soviet Union alone. German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939.

“Ghettos.” *United States Holocaust Memorial Museum*. United States Holocaust Memorial Council, 20 June 2014. Web. 30 July 2015.

The one word this paragraph is all about is: a. Cities b. Germans c. Jews d. Ghettos

Part 1

Directions: Read the paragraph below as your teacher reads it aloud.

Smoking has been proven dangerous to people’s health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.

Consider what is the topic of the paragraph and also what the author is saying about the topic. Then circle the letter of the correct answer for both parts.

1. Topic:

- a. health b. smoking c. addiction d. nicotine

2. Main Idea:

- a. Smoking has been proven dangerous to people’s health in various ways.
b. Regular smokers become addicted to nicotine.
c. Although smoking is dangerous, people continue doing it for various reasons.
d. Nicotine is what smokers become addicted to both psychologically and physically.

Compare your responses with the answers on the slide. Be sure to ask questions if you picked a different response so that your teacher can explain the answer in detail.

Part 2

Directions: Read the paragraph below as your teacher reads it aloud.

There is some evidence that colors affect you physiologically. For example, when subjects are exposed to red light, respiratory movements increase; exposure to blue decreases respiratory movements. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with intuitive feelings about blue being more soothing and red being more arousing. After changing a school’s walls from orange and white to blue, the blood pressure of the students decreased while their academic performance improved.

Consider what is the topic of the paragraph and also what the author is saying about the topic. On the next page, answer each question.

1. What's the topic?

2. What's the main idea?

Compare your responses with the answers on the slide. Be sure to ask questions if you picked a different response so that your teacher can explain the answer in detail.

Directions: Choose the BEST supporting detail. Circle the letter of the answer that is the BEST supporting detail.

3. Which of these supporting details BEST supports the main idea that there is some evidence that colors affect you physiologically?
 - a. For example, when subjects are exposed to red light respiratory movements increase; exposure to blue decreases respiratory movements.
 - b. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with intuitive feelings about blue being more soothing and red being more arousing.
 - c. After changing a school's walls from orange and white to blue, the blood pressure of the students decreased while their academic performance improved.

Activity

4.2 Part 1: Close Reading – Teacher-Led Modeling

Directions: Follow along as your teacher reads aloud the following excerpt. Answer the questions along with your teacher.

Excerpt from *I Never Saw Another Butterfly*

...It lay nestled at the confluence of the two rivers: thick octagon-shaped walls, high escarpments, deep moats; narrow streets joined at right angles, homes dark and bleak, huge gray barracks. A fortress town set in a serene world of meadows and low rolling hills and summer butterflies against a distant background of bluish Bohemian mountains.

The Czechs called the town Terezin.

...

In October 1941, Terezin became Theresienstadt, a ghetto, to be administered by the SS, guarded by Czech gendarmes, and run internally by a Jewish Council of Elders.

The Theresienstadt ghetto was created by the Germans to solve an awkward problem they had unexpectedly come upon in their war against the Jews: what to do with certain special categories of Jews.

This much is clear: In the late summer or early fall of 1941, the Nazis determined to kill every living Jew they could lay their hands on. On October 28, 1941, the Gestapo issued a decree: Jews were henceforth prohibited from leaving Europe. The Final Solution - the Nazi term for the extermination of the Jews - had begun.

Two mysteries lie at the heart of the Nazi war against the Jews.

First, what was it about the Germans that so set them against the Jews? More specifically, how did it happen that in the mind and heart of one man, Adolf Hitler, there could rise so incendiary a hatred toward a people other than his own that it could be assuaged only by mass extermination?

And second, if the destruction of the Jews is a central element in one's ideology, a sacred task, then why conceal it? Why not proclaim it publicly, perform it publicly, relish it publicly, glory in it publicly? A profound self-contradiction lay at the very core of Nazi ideology.

There are as yet no answers to those mysteries.

Both mysteries, most especially the second, reverberate through any effort to comprehend and convey the nature of the ghetto of Theresienstadt.

What, some Nazis asked themselves, were they to do with old and sick German Jews? And the many decorated Jewish veterans of the First World War; the wounded, the amputees, the bemedaled - were they all to be rounded up and herded off like cattle? Was that a proper way for the vaunted German Army to treat its soldiers, men who fought valiantly for the Fatherland?

...

Theresienstadt was apparently conceived by Heinrich Himmler. Make Terezin a "model ghetto," exhibit it as "a town inhabited by Jews and governed by them and in which every manner of work is to be done" - Himmler's words - and solve all the awkward problems attending the Final Solution.

When the idea of such a town was broached by the Germans to the apprehensive Jewish community of Prague, it was greeted with considerable surprise and relief. Terezin would be patrolled by Czech

2. Key details:

2a. What was the purpose of Theresienstadt?

2b. Who ran the ghetto?

2c. Who lived there?

2d. What was life like in the ghetto?

3. Vocabulary and text structure: Define “the final solution.”

4. **Author's purpose:** Why did the author write this as an introduction to a book?

5. **Inferences:** What did the Germans hope to accomplish by creating Theresienstadt?

6. **Opinions and Arguments:** If the Germans were determined to destroy the Jews, why try to conceal that plan with a ghetto like Theresienstadt?

Identify Main Idea & Supporting Details

7. What is the topic of this excerpt?

8. What is the main idea of this excerpt?

9. Choose one line from the text that BEST supports the main idea and explain why it is the best support.

Activity

4.2 Part 2: Close Reading – Practice with a Partner

Directions: Work along with your partner to read the following excerpt. Discuss and answer the questions with your partner.

Excerpt from *I Never Saw Another Butterfly*

Elderly Jews, when they arrived, were often found to have brought with them their laces, parasols, top hats, and tuxedos. What they discovered was a town built for a population of at most 8,000 that was soon to have within its walls close to 60,000.

...

Odd and terrifying events occurred.

Writing letters to members of one's family outside the ghetto was a criminal act.

On January 10, 1942, the daily order announced the arrest of a group in connection with the smuggling of a letter. They were guilty under martial law.

Nine were hanged.

On February 26 of that year, seven more were hanged.

The Council of Elders, the Jewish body governing the ghetto under the direction of the SS, and under orders to be present, stood watching.

In July 1943, a transport arrived with about 1200 Jewish children from Poland. Caked with dirt and crawling with lice, they were placed in an off limits area. Fifty-three doctors and nurses were selected to tend to them. No one else, not even the leader of the Council of Jews, was allowed near them. Someone managed to discover that they were the remnants of the Bialystok ghetto, which had risen against the Nazis and been burned to the ground.

Six weeks later, the children were loaded onto railroad cars, together with the doctors and nurses who had cared for them. All were taken to Auschwitz, where they died.

...

Bewildering ambiguities took place.

The Nazis had no intention of letting any of the Jews of Theresienstadt survive the war, and yet they seemed seriously concerned at times about the ghetto's appearance in the eyes of the outside world.

On June 23, 1944, a commission of the International Red Cross arrived to inspect the ghetto. Elaborate preparations were made for that inspection and for the propaganda picture that was filmed soon afterward: buildings were painted and gardens planted, invalids and poorly dressed old people were ordered off the streets, stores were filled with goods, new furniture appeared in the apartments of prominent prisoners, cultural events were planned, nurses were given clean white uniforms, lovely street signs were put up. Theresienstadt took on the look of a country resort.

The war was going poorly then for the Germans. Did they now feel it wise to attempt to convince the world that they were treating their Jews well?

The Red Cross officials looked around, asked polite questions, and seemed impressed. To this day, it is not clear if they were taken in by the ruse or reported positively on what they saw because there was little else they could do.

Text-Dependent Questions:

Directions: With your partner, discuss the answers to each of the following then write a short answer for each of the following questions.

1. **General understandings:** What unexpected and unusually cruel things happened to the people inside the ghetto?

2. **Key details:** What did the Germans do to Theresienstadt to make it look as if the people inside the ghetto were being treated well?

3. **Vocabulary & text structure:** Define *Anti-Semitic*, and *propaganda*.

4. **Author's purpose:** What did the author want the readers to understand from this excerpt about the Theresienstadt Ghetto?

5. **Inferences:** What does this excerpt imply about the nature of the Germans in charge of Theresienstadt?

6. **Opinions and Arguments:** Why might the Germans have gone to all this trouble to create Theresienstadt and deceive everyone about their intentions?

Identify Main Idea & Supporting Details

Directions: With your partner, discuss the answers to each of the following questions before writing down your response.

7. What is the topic of this excerpt?

8. What is the main idea of this excerpt?

9. Choose one line from the text that BEST supports the main idea and explain why it is the best support.

Activity

4.2 Part 3: Close Reading – Independent Practice

Directions: Work alone to read the following excerpt. Think carefully about and answer the questions independently.

Excerpt from *I Never Saw Another Butterfly*

The ghetto - starved, sick, redolent of dread — throbbed with culture: lectures, concerts, theater. Theresienstadt was saturated with Jewish scholars, doctors, engineers, singers, diplomats, actors, composers, artists; it was a hothouse of European intellectuals. And there were 60,000 books in its library. Culture was a collective means of resisting the deceptions practiced by the Nazis as well as a weapon against despair, a way of warding off the fearful pink slip — the deportation order to the darkness in the East...

...

And the children - did they know that death lay waiting for them, too? It is probable that many of them did, in the way that children get to know things, by tunneling beneath adult deceptions and repressions and coming upon truths they sense with animal keenness, truths that fuel their darkest terrors.

Peter Fischl, age fifteen wrote:

We got used to standing in line at seven o'clock in the morning, at twelve noon, and again at seven o'clock in the evening. We stood in the long queue with a plate in our hand, into which they ladled a little warmed-up water with a salty or a coffee flavor...We got used to sleeping without a bed...We got used to undeserved slaps, blows, and executions. We got accustomed to seeing people die in their own excrement, to seeing piled-up coffins full of corpses, to seeing the sick amid dirt and filth and to seeing the helpless doctors.

Peter Fischl died in Auschwitz in 1944.

Children also wrote poetry, of which Pavel Friedmann's "The Butterfly," written in June 1942, is probably the best known:

For seven weeks I've lived here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don't live here,
In the ghetto.

What did it do to those children, that ghetto, the sunlight of the day and the terrors of the night, their dreamy remembrances of the past and their desolate encounters with the present? Much of what it did to them we can see in the art they left behind.

...

They drew flowers, butterflies, animals, cities, storms, rainbows, streets, railway stations, family portraits, holidays, merry-go-rounds. They drew their concealed inner worlds, their tortured emotions...

...

The children of Theresienstadt created about 5,000 drawings and collages. The last of the remaining Jews left Theresienstadt on August 17, 1945. Terezin has since returned to its tranquil surroundings. Virtually no trace remains of those nightmarish ghetto years. One sees the rolling hills, the gentle juncture of the two rivers, the Bohemian mountains. And butterflies.

Potok, Chaim. "Foreward." Foreword. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944*. New York: Schocken, 1993. Xi-Xxi. Print.

Text-Dependent Questions:

1. **General understandings:** How did the Theresienstadt Ghetto affect the children who were forced to live there?

2. **Key details:** What did the children create to demonstrate the effect of Theresienstadt Ghetto?

3. **Vocabulary & text structure:** Define *saturated*.

4. **Author's purpose:** What did the author want the reader to learn about the children of Theresienstadt?

5. **Inferences:** Re-read this line:

“It is probable that many of them did, in the way that children get to know things, by tunneling beneath adult deceits and repressions and coming upon truths they sense with animal keenness, truths that fuel their darkest terrors.”

What do you think the children really understood about their lives in Theresienstadt?

6. **Opinions and Arguments:** Why would these children draw pictures of butterflies, flowers, animals, and other happy scenes?

Identify Main Idea & Supporting Details

7. What is the topic of this excerpt?

8. What is the main idea of this excerpt?

9. Choose one line from the text that BEST supports the main idea and explain why it is the best support.

Activity

4.3 Notes

Now that you’ve closely read three excerpts from *I Never Saw Another Butterfly* consider the possible answer to the prompt below. Take notes in your chart to add to your list of evidence of political, social, and economic factors that motivated each country during World War II. Identify the best statements from the excerpts to support your answer.

After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast either the political, economic or social motivations of the United States, Germany, and Japan during WWII. Support your discussion with evidence from the text(s).

Lesson 5

Thesis and Paragraphing

Activity

5.1 Warm-Up

Consider the essential question of the unit: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Read the following article from <http://www.pearlharbor.org/history-of-pearl-harbor.asp> and answer the question that follows.

September 1940. The U.S. placed an embargo on Japan by prohibiting exports of steel, scrap iron, and aviation fuel to Japan, due to Japan's takeover of northern French Indochina.

April 1941. The Japanese signed a neutrality treaty with the Soviet Union to help prevent an attack from that direction if they were to go to war with Britain or the U.S. while taking a bigger bite out of Southeast Asia.

June 1941 through the end of July 1941. Japan occupied southern Indochina. Two days later, the U.S., Britain, and the Netherlands froze Japanese assets. This prevented Japan from buying oil, which would, in time, cripple its army and make its navy and air force completely useless.

Toward the end of 1941. With the Soviets seemingly on the verge of defeat by the Axis powers, Japan seized the opportunity to try to take the oil resources of Southeast Asia. The U.S. wanted to stop Japanese expansion but the American people were not willing to go to war to stop it. The U.S. demanded that Japan withdraw from China and Indochina, but would have settled for a token withdrawal and a promise not to take more territory.

Prior to December 1941, Japan pursued two simultaneous courses: try to get the oil embargo lifted on terms that would still let them take the territory they wanted, and ... to prepare for war.

After becoming Japan's premier in mid-October, General Tojo Hideki {See Books about Tojo} secretly set November 29 as the last day on which Japan would accept a settlement without war.

The Japanese military was asked to devise a war plan. They proposed to sweep into Burma, Malaya, the East Indies, and the Philippines, in addition to establishing a defensive perimeter in the central and southwest Pacific. They expected the U.S. to declare war but not to be willing to fight long or hard enough to win. Their greatest concern was that the U.S. Pacific Fleet, based in Pearl Harbor could foil their plans. As insurance, the Japanese navy undertook to cripple the Pacific Fleet by a surprise air attack.

1. Were Japan's motivations for the attack on Pearl Harbor political, social, or economic? Explain using examples from the article.

Activity

5.2 Defining a Thesis

Directions: Follow along as your teacher as he/she discusses the definition for a thesis, and take notes here by filling in the blanks.

A thesis is a _____ statement that establishes the main topic of the essay and _____ the ideas, points, and details that are discussed throughout the rest of the essay. You can also think of a thesis as a statement that is making a claim about something. Another way of thinking of a thesis is as the “controlling idea.”

These ideas, points, and details can also be called _____.

A thesis is a _____ sentence that comes at or near the _____ of the first paragraph of an essay. Historical essays actually can have the thesis as the first sentence.

Guided Practice: Identification

Directions: As your teacher goes through each example, underline or highlight the thesis statement in each one.

1. Robin Williams once said, “Spring is nature’s way of saying, ‘Let’s party!’” Depending on the region of the country, the four seasons can bring about a variety of reactions. The spring season creates positive reactions because the flowers are blooming, the weather is warmer, and there are more hours of daylight.
2. Isn’t it ironic that the firehouse burned down and the police station was robbed? Our lives are full of paradoxes just like these. The examples of situational irony found within the short story “The Ransom of Red Chief” are the hostage enjoys being kidnapped, the hostage mistreats the kidnappers, and the kidnappers pay the parents a ransom to take the hostage back.
3. Global warming is leading to widespread extinction of species and massive crop failures. It’s up to humans to make the necessary changes to protect the earth. Some causes of global warming are the burning of fossil fuels, methane emissions, and deforestation.
4. Manifest Destiny is defined as the 19th century belief that expanding the United States was inevitable and justified. The people of the newly created United States believed that the land was theirs for the taking. People’s belief in Manifest Destiny was demonstrated by the acquisition of Oregon, the Gold Rush of 1849, and the Mexican-American War.

Purpose of a Thesis

Directions: Follow as with your teacher as he/she discusses the purpose for a thesis, and take notes here by filling in the blanks.

A thesis statement _____ the reader of the points discussed in the essay and _____ the rest of the paragraphs in the essay. A controlling idea presents a clear purpose that is maintained throughout the response.

Guided Practice: Identification

Directions: For each of the following examples, answer both questions to practice identifying the controlling idea and what would be the subtopics of the essay written to support it.

Example 1

Sample Thesis: Some household pets in America are dogs, cats, and ferrets.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Example 2

Sample Thesis: The United States offers many great resources such as health care, high-quality education, and well-organized cities.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Example 3

Sample Thesis: Cigarette smoking harms the body by constricting the blood vessels, accelerating the heartbeat, and activating excess gastric secretions in the stomach.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Example 4

Sample Thesis: Studying the American Revolution allows one to understand why people rebelled against England, how the United States government was formed, and how citizens are still impacted today.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Independent Practice

Directions: Circle the items that fit with the topic provided.

1. Topic: Fruits

peanut, onion, watermelon, spaghetti, lemon, grape, apple

2. Topic: Flowers

tulip, basil, zinnia, fern, marigold, cabbage, rose

3. Topic: American Cities

Boston, Madrid, London, Los Angeles, Miami, Paris

Directions: Add two new items to the list that fit with the given topic.

4. Topic: sports

baseball, tennis, golf, _____, _____

5. Topic: cars

Camaro, Mustang, Charger, _____, _____

6. Topic: drinks

orange juice, soda, milk, _____, _____

Directions: Write a thesis using the topic and subtopics provided.

7. Topic: fast-food restaurants

Subtopics: McDonald's, Burger King, Taco Bell

8. Topic: Civil War generals

Subtopics: Grant, Lee, McClellan

9. Topic: presidents

Subtopics: Washington, Adams, Jefferson

Directions: Write a thesis using the topic and by adding subtopics of your own.

10. Topic: video games

11. Topic: books

12. Topic: social media

Activity

5.3 Apply What You Have Learned

Consider all the texts you have read throughout this unit, refer to your notes, and prepare a thesis to answer the prompt: ***After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast either the political, economic or social motivations of the United States, Germany, and Japan during WWII. Support your discussion with evidence from the text(s).***

1. What is the topic of the thesis statement?

2. What are the three subtopics of the thesis statement?

3. Write the thesis statement that answers the prompt:

Lesson 6

Concluding the Unit – Writing an Informational Essay

Activity

6.1 Prewriting Your Essay: Writing Your Thesis

In Lesson 5, you learned about writing a thesis statement. Remember:

A thesis is a specific statement that establishes the main topic for the essay and lists the ideas, points, and details that are discussed throughout the rest of the essay.

In the box below, write some thoughts about how you will go about answering the question based on the evidence you gathered during the unit.

Handwriting practice area with 20 horizontal lines.

First Draft Thesis: After working with your group or partner, write the first draft of your thesis below. If you get ‘stuck’, think about writing, “Dear teacher/reader – I want to convince you that” Be sure to read them aloud to each other to make sure your thesis is clear and makes sense. Refer back to Lesson 5 if you need further clarification. Then write your statement on the paper/card/whiteboard your teacher gives you to turn in and share with the class.

Thesis Checklist: Review your thesis one more time and make sure that it meets the following criteria:

Does my thesis

- 1. Answer the question being asked?
- 2. State clearly the argument (reasons) I will use to answer the question?
- 3. Avoid asking a question? (a thesis should not be in question format)
- 4. Avoid words that are too vague (example: Many things contributed to) or that overstate or exaggerate (example: Everybody in the United States felt . . .)?

After reviewing the checklist and class discussion, revise your thesis if necessary, and rewrite below:

Activity

6.2 Learning How to Correctly Cite Your Sources

In-Text Citations

Guided Practice I

In this activity you and a partner will practice using the correct in-text citation. You will be given a list of sources from a Works Cited page. You are to determine what part of the source would be used for in-text citation.

1. "American-Indian Wars." *The History Channel Website*. N.p., 2012. Web. 4 Feb. 2012.

Citation _____

2. Land, Michael, Andy Fitch, and Paula Degen. "American Indians." *Captain John Smith Chesapeake*. N.p., 2008. Web. 12 Feb. 2012.

Citation _____

3. Barringer, Mark D. "American Indians in Texas." *The Texas Heritage*. 4th ed. Wheeling: Harlan Davidson, 2003. 18-19. Print. (page 65)

Citation _____

4. "U.S.: Infanticide and Forced Abortions Rampant in China." Web log post.*Newsmax.com*. N.p., 15 Dec. 2004. Web. 24 Mar. 2012.

Citation _____

5. Markham, Clements R. *History of Peru*. New York: Greenwood, 1968. Print. (Page 212)

Citation _____

6. "Titu Cusi's Account of Manco's Rebellion." *New Iberian World: A Documentary History of the Discovery and Settlement of Latin America to the Early 17th Century*. Ed. J. H. Parry and Robert G. Keith. Vol. 4. New York: Times, 1984. 134-45. Print. (page 141)

Citation _____

7. Klaren, Peter F. "Peru's Great Divide." *The Wilson Quarterly* (1976-) Summer 14.3 (1990): 23-32. *JSTOR*. Woodrow Wilson International Center for Scholars. Web. 24 Sept. 2012. <<http://www.jstor.org/stable/40258258>>. (page 28)

Citation _____

Guided Practice II

In this activity you will independently read a text and write a summary. You will then correctly cite the source from the Works Cited provided at the beginning of each text.

1. Perritano, John. *World War II*. New York: Tangerine Press, 2010. Print (page 33) Midway Island
In June 1942, The Japanese took aim at Midway Island, a tiny atoll in the Pacific about 1,000 miles (1609 km) northwest of Hawaii. Japan wanted to force U.S. carriers into the open and destroy them. Instead, the Americans broke a secret Japanese code and discovered Japan's plan. The U.S. immediately attacked the Japanese fleet. After Midway, the Japanese navy never recovered. From then on, America was on the offensive in the Pacific.

2. "First Kamikaze Attack of the War Begins." History.com. A&E Television Networks, 2009. Web. 25 July 2015.

First Kamikaze Attack of the War Begins

On this day in 1944, during the Battle of the Leyte Gulf, the Japanese deploy kamikaze ("divine wind") suicide bombers against American warships for the first time. It will prove costly—to both sides.

This decision to employ suicide bombers against the American fleet at Leyte, an island of the Philippines, was based on the failure of conventional naval and aerial engagements to stop the American offensive. Declared Japanese naval Capt. Motoharu Okamura: "I firmly believe that the only way to swing the war in our favor is to resort to crash-dive attacks with our planes... There will be more than enough volunteers for this chance to save our country."

The first kamikaze force was in fact composed of 24 volunteer pilots from Japan's 201st Navy Air Group. The targets were U.S. escort carriers; one, the *St. Lo*, was struck by a A6M Zero fighter and sunk in less than an hour, killing 100 Americans. More than 5,000 kamikaze pilots died in the gulf battle-taking down 34 ships.

Guided Practice III

In this activity you will read texts and write a summary or quote, citing the author in your writing.

1. December 8, 1941, **President Franklin D. Roosevelt** – Excerpt: Address to Congress after the attack on Pearl Harbor

“Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger. With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph, so help us God.”

2. August 15, 1945, **Japanese Emperor Hirohito** – Excerpt: speech surrendering at the end of WWII

“After pondering deeply the general trends of the world and the actual conditions obtaining in Our Empire today, We have decided to effect a settlement of the present situation by resorting to an extraordinary measure.

The hardships and sufferings to which Our nation is to be subjected hereafter will be certainly great. We are keenly aware of the inmost feelings of all of you, Our subjects. However, it is according to the dictates of time and fate that We have resolved to pave the way for a grand peace for all the generations to come by enduring the unendurable and suffering what is unsufferable.”

Activity

6.3 Pre-writing – Creating A Box Outline

After reviewing the instructions with your teacher, fill in the box outline Organizer below:

Pre-Writing: The Box Outline

Introduction – Your thesis statement should be in your introductory paragraph. A thesis statement should not simply restate the question. Write your proposed thesis here, and a couple of ‘bullet points’ of information underneath that you would include in your introductory paragraph:

Body Paragraph 1:
Topic Sentence or Subject:

Should contain at least three pieces of historical evidence that supports the topic sentence – more if possible:

Body Paragraph 2:
Topic Sentence or Subject:

Should contain at least three pieces of historical evidence that supports the topic sentence – more if possible:

Body Paragraph 3:
Topic Sentence or Subject:

Should contain at least three pieces of historical evidence that supports the topic sentence – more if possible:

Pre-Writing: The Box Outline

Additional support paragraph here if needed, same outline as above:

Conclusion: Refer back to your thesis without restating it.

When writing historical essays, be as specific as possible. Use only evidence from your resources, and above all, avoid using ‘inspecific subjects’ in your essay (ex. Everybody in Germany supported everything Hitler did; Many things contributed to the feelings held by all the Japanese people against everybody in the United States). A historical essay should be as factual and as concise as possible. It should be written in the third person; that is, no personal pronouns should be used.

Activity

6.4 First Draft

In the space below, write the first draft of your essay. Start with your thesis statement, then support it with the subtopics and evidence from your box outline. Use the correct citation form when citing evidence to support your points. Be sure to add a conclusion, which returns to your thesis but does not just repeat it. If you would like to write your first draft in a box outline, be sure to ask your teacher for an extra copy.

Activity

6.5 Peer Review

Share your draft of your essay with at least two partners for a review of your writing. Use the checklist below as you read drafts from two other students. Complete a checklist for each essay that you read.

Student Checklist for First Draft and Peer Review

Student's Name _____

Reviewer's Name _____

- 1. Thesis in first paragraph?
- 2. Does my thesis answer the question?
- 3. Do I have at least three paragraphs of supporting evidence?
- 4. Do my body paragraphs contain a topic sentence?
- 5. Does all of the evidence presented in the body paragraph relate back to the topic sentence?
- 6. Do I have a concluding paragraph?
- 7. Does my concluding paragraph refer back to my thesis without exactly restating it?
- 8. Did I correctly cite my sources using MLA format? Refer back to Lesson 6 PowerPoint for a refresher if necessary.
- 9. Did my essay answer the question asked in the prompt?
- 10. Did I read at least two other essays? Have the person whose essay you read initial below.
Initials _____ Initials _____
- 11. Did I write down and/or check with my teacher about any questions I still have after writing my first draft?
- 12. After completing this activity and checklist, what do I still need to do before writing my final essay?
- 13. Look at the rubric that will be used to grade this essay. What do you think the essay will score on these categories?
Controlling Idea _____ Development/Use of Sources _____
Organization _____ Conventions _____

Add any other comments about the essay that were not covered above.

Student Checklist for First Draft and Peer Review

Student's Name _____

Reviewer's Name _____

-
- 1. Thesis in first paragraph?
 - 2. Does my thesis answer the question?
 - 3. Do I have at least three paragraphs of supporting evidence?
 - 4. Do my body paragraphs contain a topic sentence?
 - 5. Does all of the evidence presented in the body paragraph relate back to the topic sentence?
 - 6. Do I have a concluding paragraph?
 - 7. Does my concluding paragraph refer back to my thesis without exactly restating it?
 - 8. Did I correctly cite my sources using MLA format? Refer back to Lesson 6 PowerPoint for a refresher if necessary.
 - 9. Did my essay answer the question asked in the prompt?
 - 10. Did I read at least two other essays? Have the person whose essay you read initial below.
Initials _____ Initials _____
 - 11. Did I write down and/or check with my teacher about any questions I still have after writing my first draft?
 - 12. After completing this activity and checklist, what do I still need to do before writing my final essay?
 - 13. Look at the rubric that will be used to grade this essay. What do you think the essay will score on these categories?
Controlling Idea _____ Development/Use of Sources _____
Organization _____ Conventions _____

Add any other comments about the essay that were not covered above.

Informational/Explanatory Teaching Task Rubric – Grades 6-8							
Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Attempts to address the prompt and make a claim, but it is unclear or unfocused.		Addresses the prompt appropriately and makes a claim, with an uneven focus.		Addresses all aspects of the prompt appropriately and establishes and maintains a clear claim.		Addresses all aspects of the prompt appropriately and establishes and maintains a clear, generally convincing claim.
Development/ Use of Sources	Refers to details from sources, with irrelevant, incomplete, or inaccurate elements.		Includes relevant details, examples, and/or quotations from sources to support and develop the argument, with minimal explanation or minor errors in explanation.		Accurately explains relevant details, examples, and/or quotations from sources to support and develop the argument.		Thoroughly and accurately explains well-chosen and relevant details, examples, and/or quotations from sources to effectively support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		Uses a basic organizational structure to develop argument. Attempts to use transition words to connect ideas, with minor lapses in coherence or organization.		Uses an appropriate organizational structure to develop argument. Uses transitional phrases to clarify the relationships among claim(s), reasons, and evidence.		Maintains an appropriate, logical organizational structure to develop a cohesive argument. Uses varied syntax and transitional phrases that clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Lacks control of grammar, usage, and mechanics. Uses inappropriate language or tone. Rarely or never cites sources.		Demonstrates an uneven command of standard English conventions. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions, with few errors. Uses language and tone appropriate to the audience and purpose. Cites sources with minor formatting errors.		Demonstrates and maintains a well-developed command of standard English conventions, with few errors. Consistently uses language and tone appropriate to the audience and purpose. Cites sources using appropriate format.