

# Unit 9: Celebrations Propaganda WWII

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **4th Marking Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will critically evaluate the events leading up to WWII. Students will compare different political theories and the growth of national socialism. Students will compare socialism, to communism and social democracy. Students will look at Germany during the final days of the war and look at those closest to Hitler.

## Transfer

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Students will be able to independently use their learning to...

discuss some political theories their success and failures

view people and personalities as similar in both the US and Germany

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

that the human condition is the same for all humans

political theories have pros and cons

war is difficult for all survivors

destruction creates devastation for all forms of art

## **Essential Questions**

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Students will keep considering...

How does war impact future generations?

Why do people make the decision to follow others?

Why do people choose to cloak their perceptions?

How can we keep from repeating history?

Why do we as societies ignore genocide in other countries?

When should we become involved?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

what national socialism is

the amount of information that was available to the masses

the types of propaganda used

the economic growth Germany had after 1931

the economic, societal destruction of Germany at the end of WWII

the shame the German people had to come to terms with after WWII

not all Germans followed the regime

### **Students will be skilled at...**

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Students will be skilled at...

understanding the target language through a variety of literary and cinematic forms

comparing political theories in target language

articulating their opinion on the cabinet members, the holocaust and/or the resulting destruction

discuss possible ideas for intervention of genocide

### **Academic Vocabulary**

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#### **Target 1: retrieval**

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1. Identify vocabulary
2. List characteristics and personalities of people
3. do they view certain characteristics and positive or negative
4. identify traits that are effective in certain situations

#### **Target 2: Comprehension**

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1. understand some unique qualities pertaining to certain traits
- 2 interpersonal vs personal communication

3. Explain differences or similarities between qualities we think everyone should possess

4. understand differences in political theories

### **Target 3: analysis**

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1. compare and contrast people and political theories

2. analyze how a government could follow through with the policies

3. Categorize how qualities can be viewed as both positive or negative

4. Can traits be considered good or bad?

5. Are people all good or all bad?

### **Target 4: knowledge utilization**

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1. see how certain personality traits play an important role to outcomes

2. critically evaluate cabinet members responses, decisions and outcomes at the end of WWII

3. what can we do to keep the history alive and is it important to keep it alive?

### **Target 1**

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### **Learning Goal 3**

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

### **Target 1**

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## Target 2

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## Target 3

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### Summative Assessment

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1. Mid-unit quizzes vocabulary
2. Verbal created emotional response using and demonstrating different personality traits
3. Cumulative summary

## 21st Century Life and Careers

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Select all applicable standards from the applicable standards

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print  
sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

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## Unit Resources

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## Interdisciplinary Connections

SOC.9-12.1.3	Critical Thinking
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on

societal norms and habits of mind in various historical eras.

VPA.1.2.12.A.CS2

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.