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Westwood Middle School

# WOMEN IN WWII

fighting on the home front and overseas



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## 1. Lesson Plan Summary.

A. Students will learn about World War II and some of the major roles that women were involved during this time. On the first day students will start by answering a bell ringer question in FCAT form. All students will use one sheet of notebook paper to create a CRISS Strategy vocabulary booklet for the vocabulary and definitions. All students will receive three colored sheets of paper. After they finish the vocabulary, the students will create a second CRISS foldable for notes to include discussion on how this affects us in the real world today. All students will work in groups to help each other. The students will be able to use their notes for the test. Groups will be set up. Each group will make a 4-6 frame power point using a different prompt that the teacher has given.

## B. Objectives.

1. Identify where and what year did the war began?
2. Analyze what was the purpose of the war and how does it relate to real world today?
3. Determine and name at least 3-4 other major moves that took place during this time and who was involved?

C. US History Event. What and who negotiated the ending of World War II?

D. Grade Level – 7th / 8th Grade Middle School.

E. Materials needed: Overhead Projector (to show transparencies of WWII), Notebook Paper, Colored Paper, Pencils, Erasers, and Computers.

F. Lesson Time: 90 minutes.

2. See Below.

3. See Below.

4. Assessment. Women During World War II DBQ will be used as an assessment tool for all students.

5. Resources. See below.

**Topic: Women of World War II Fighting on the home front and abroad**

**Concepts: Women at work during WWII**

Teacher	Leiva	Grade	7 & 8	Date		Subject	U. S. American History
Lesson Essential Question SS Standard Key Vocabulary	Activating Thinking Strategies		Teaching Strategies			Summarizing Strategies Assignment and/or Assessment	
<p><b>Key Learning (s)</b></p> <p>Women of WWII</p> <p><b>Unit Essential Question(s):</b></p> <p>Who was the president during this time?</p> <p>Name at least 3-4 other major moves that took place and other important women involved during this time?</p> <p><b>Lesson Essential Questions:</b></p> <p>How did women during WWII contribute to the cause at home and abroad?</p>	<p><b>Bell Work:</b> (In FCAT format):</p> <p>What happened during this time?</p> <p>(Collaboratively give a short complete answer using the FCAT box provided.)</p> <p>This information will be presented on the overhead from each group.</p>		<p>Lecturette, information, and questions to present the concepts or skills.</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> <li>• How did WWII begin and who started it?</li> <li>• How did the United States of America get involved?</li> <li>• Use the unit and lesson essential question(s)</li> </ul> <p>Using CRISS strategies:</p> <p>2 Days (90 minutes total)</p> <p>In groups:</p> <p>Students will preview the vocabulary/key terms.</p> <ol style="list-style-type: none"> <li>1. Rosie the Riveter</li> <li>2. Allies</li> <li>3. Holocaust</li> <li>4. Adolf Hitler</li> <li>5. Pearl Harbor</li> <li>6. Treaty</li> </ol> <p>Students will create a layered book to take notes as they read and gather information from the reading</p>			<p><b>Reinforcement, Review, and Assessment:</b></p> <p>Students will summarize key learnings using their group powerpoint presentations to share their information learned with the rest of the class.</p> <p>CRISS Strategy</p> <p>Powerpoint</p> <p>Overhead Projector</p> <p>Websites</p> <p>The DBQ question will available to the students on a website so that the students can type in their answers and save it.</p>	

<b>SS Standard</b>	<b>Thinking Strategies:</b>		<b>Assignment:</b>
SS.A.1.3.1	Reading and gathering information from the internet with given web sites and the textbook.	and will write about the events that led to WWII under the appropriate tab. The general questions above will be answered in this activity.	Have students think and write about things they already know about the WII.
SS.A.2.3.1		<ol style="list-style-type: none"> <li>1) What is it, what was its purpose?</li> <li>2) People and places involved.</li> <li>3) Major events during this time, how does it connect to modern society?</li> </ol>	
SS.B.1.3.5	Reading the section:	2 Days (90 minutes)	Ask general questions for comprehension about the foundations and challenges of this war.
SS.B.2.3.2	As the students read, they will take notes and gather information from the reading and will write about the events that led to WWII under the appropriate tab using a layered book (CRISS Strategy).	<p>The assigned groups will also begin their powerpoint presentations.</p> <p>The assigned groups will share their powerpoint presentation with the rest of the class. All information from day 1 will be used as a review.</p> <p>1 Day (45 minutes)</p> <p>The students will gather all of their notes review it and will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.</p> <p><b>Resources and Materials:</b> Textbook <i>Call to Freedom</i>, reproducibles, transparencies, computers (internet), notebook paper, colored paper for creating the CRISS strategy booklets, pencils, erasers, and a good learning</p>	<p>Preview Key Terms (vocabulary).</p> <p>Students read about the WWII, the people, and main events involved using the internet and textbook.</p> <p>Notes Graphic organizers FCAT Practice type questions Writing Practice Language Arts</p>

**Key Vocabulary:**

Use all of the names, words, and information on the **timeline summary** as vocabulary and put on the classroom word wall. This will help all of the students remember the main information. As the students gather more information, add more words to the classroom word wall.

attitude. Students will use selected websites to gather information needed. With in each group, some of the students will work on sounds, others on pictures, and others on the written presentation for their powerpoint presentations. (Sounds added to the powerpoints are optional).

The students will gather information form these sites:

**GOOGLE.COM**



Use [SmithsonianImages.com](http://www.si.edu/) to:

- Search or browse through selected images from Smithsonian collections.
- Download free screen resolution images.
- Create portfolios favorite Smithsonian objects.

<http://www.si.edu/> (a website for the Smithsonian institute)

**Assessment:**

The students will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.

ESOL Strategies: Seat ESOL students close to the front of the room, have students verbalize the steps involved in completing the chart. Repeat the directions for the objectives. Have the students work in collaborative pairs to help each other answer question and find information for the graphic organizer. Model lesson activities. Pronounce the vocabulary words and any other difficult words. Help locate areas on a map. Give extra time to finish lessons and assessments. Use universal design strategies that will help all of the students to include the special needs students.

**Universal design of instruction** The universal design of instruction would benefit all of the students. The universal design accommodates the needs of many diverse learners. This design permits a larger number of students to use it for learning without adding more modifications from the original design (McLaughlin, M.J., & Nolet, V., p. 89; 2000b). Graphic organizers, collaboration between the students (groups and pairs), and guided practice.

**Accommodations and support** The IDEA requires that children with disabilities be educated with nondisabled children meeting the LRE requirement to “the maximum extent appropriate” (McLaughlin, M.J., & Nolet, V., p. 7). To improve educational opportunities for the students with specific learning disabilities their needs to be accommodations and support that the student’s need to offset the impact of the disability so that these students can get an “appropriate” education.

