

Character Based Literacy Lesson Plans for United States History and Geography

Quarter 3-Justice Requires Restraint

There are things I can not say or do to myself, any other person, or the planet because justice demands it.

The Actions I take and the decisions I make must respect the rights of all.

Lesson Plan for Week 2 Day 1

Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

PREPARE

1. Background knowledge necessary for today's reading

The rise of Hitler. The US has a great president in FDR but the world allows Hitler to become the power of Germany. Have students look at who Hitler was before he became in power.

<http://www.historyplace.com/worldwar2/riseofhitler/>

2. Word Wall

Introduce 5 important, useful words from today's reading

1. dictatorship	2.reparations	3. inflation	4. nationalism	5. ferocity
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 107-111 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9 ISBN: 0-19-512767-6

Dates	Events	Pages
1933	Hitler is given full power of Germany	107-111
1922	German money not worth the paper it is written on compared to the dollar	108
1933	In the us people were trading more then using money	111

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://pbs.org/wgbh/amex/holocaust/timeline/>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Assign small groups of students to one of the following: fascism, Nazism, communism or totalitarianism. Have student's research and create a poster to support their type of leadership Have each group present their type of leadership and have the class choose a winner.

Make sure presentations answer these questions:

Which one is the best way to run a country, why?

Why would this type of leadership succeed and why would it fail?

Why is America not under one of these types of leadership?

Why is democracy better, why is it not better?

7. Explore today's reading

Key Questions

How did Hitler gain power in Germany?

What was America doing when he took control?

Why were German citizens so vulnerable?

What does "might makes right," mean?

What was happening in other countries while America fight the depression?

What is the Ku Klux Klan?

What makes the KKK scary even today?

How did America remain a democracy?

Key Paragraph

"Germany no longer even attempted to be a democracy. It willingly became a dictatorship—the most evil dictatorship in recorded history. The Germans used their intelligence and skill to create factories of death. They allowed their government to do unspeakable deeds. Some Germans did not approve, but few spoke out. To do so meant risking their lives."

EXTEND

8. Prompt every student to write a short product tied to today's reading

Why did the German's allow someone like Hitler take control and do the evil things he did to people? Could you imagine living in fear of your government?

9. Close with a short summary

Extend the reading to the student's lives or to the world

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Lesson Plan for Week 2 Day 2

Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at the Bill passed in 1924. How is this bill racist? How could a country built on people coming to America deny others to come to America? Who has the right to decide in the land of the free?

http://en.wikipedia.org/wiki/racial_integrity_act_of_1924

2. Word Wall

Introduce 5 important, useful words from today's reading

1. Anti-Semitism	2. nonconforming	3. infidel	4. heretic	5. emancipated
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 112-119 in Joy Hakim, *A History of Us War, Peace, and All that Jazz 1918-1945 Book 9* ISBN: 0-19-512767-6

Dates	Events	Pages
1938	"The nights of broken glass"	112-113
	Quick History of the Jewish People	113-119
1923	KKK make racist statements	118
1924	The congress passes a racist bill	118-119

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

http://timelines.ws/20thcent/1924_1925.html

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students pick a concentration camp from the list. Have them gather all the information on this camp. Have them create a picture or print pictures from the web. Either turn this into a poster contest based on facts and impact of pictures or turn into a mini research paper with an oral presentation. Another presentation if your students have access to computers is a Power Point presentation. What was life like in a concentration camp? Who was taken there? Why were they chosen to die?

www.jewishvirtuallibrary.org/jsource/holocaust/cc.html

7. Explore today's reading

Key Questions

How did the world allow this to happen to the Jewish people?

Why did no one stop Germany?

How can we compare Holocaust racism to today's racism?

Why didn't the Jewish people fight back?

What would you do if you were Jewish back in the Holocaust?

How and why did the KKK start in the US?

There are groups of people today who deny that the Holocaust ever happened, do you believe them?

Will America ever forget the Holocaust? Why or why not?

Key Paragraph

"As a nation we began by declaring that "all men are created equal." We now practically read it, "All men are created equal except Negroes." When the Know Nothings get control, it will read "all men are created equal except Negroes and foreigners and Catholics." When it comes to this, I shall prefer emigrating to some country where they make no pretense of loving liberty."

Abraham Lincoln 1855

EXTEND

8. Prompt every student to write a short product tied to today's reading

What is Lincoln saying about America? Is this true today? Why or why not?

9. Close with a short summary

Extend the reading to the student's lives or to the world.

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Quarter 3-Justice Requires Restraint

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Lesson Plan for Week 2 Day 3

Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

PREPARE

1. Background knowledge necessary for today's reading

Have students take a tour of the unethical and unjust science experiments that were going on in Germany during the Holocaust. What right does a human being have to use another human being or animal to experiment?

<http://www.ushmm.org/museum/exhibit/online/deadlymedicine/>

2. Word Wall

Introduce 5 important, useful words from today's reading

1. Isolationists	2. Atoms	3. theory of relativity	4. regimes	5. pacifists
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 120-124 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9 ISBN: 0-19-512767-6

Dates	Events	Pages
	War and Scientists	120-121
1930's	isolationists	122-124
1941	Battleship is destroyed by a bomb	123-124

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.sciencetimeline.net/1926.htm>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Web-Quest on the 1930's, have students follow directions on the page. After they have created the questions have them quiz each other on what they know. Some questions may be used on a future quiz to check for understanding.

<http://www.nde.state.ne.us/ss/1930.html>

7. Explore today's reading

Key Questions

How serious was science back in the 1930's?

Why was it Americans good fortune that Albert Einstein came to America?

If the German born Scientist had stayed in Germany would America still have won the war?

Why did it take convincing FDR how important the science was?

Who were the "Wolves?"

How did the Arizona sink?

Why was the Arizona being sunk so significant?

Key Paragraph

"Others who were pacifists didn't think it was right to fight any way. They believed that if we behaved peacefully others might do the same."

EXTEND

8. Prompt every student to write a short product tied to today's reading

Do you believe this statement? Why or why not? Are you a pacifist? What did this mean for the Jewish people being killed?

9. Close with a short summary

Extend the reading to the student's lives or to the world

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Lesson Plan for Week 2 Day 4

Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

PREPARE

1. Background knowledge necessary for today's reading

Have students take another look at the attack at Pearl Harbor, why did the Japanese decide to bomb this particular place? What did America do to retaliate?

<http://plasma.nationalgeographic.com/pearlharbor/>

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

1. humiliation	2. obliterating	3. quivering	4. liberation	5. envoys
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

**4. Read today's History selection pages 125-129 in Joy Hakim, A History of Us
Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9
ISBN: 0-19-512767-6**

Dates	Events	Pages
1936 & 1940	FDR has been elected two more times	125
1941	Hitler has taken over many more countries of democracy	125-126
1941	Japan wants to talk to America	127
1941 Later in that summer	After FDR refuses meeting with Japan, Japan Attacks Pearl Harbor	128-129

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://my.execpc.com/~dschaaf/timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students create a map of all the countries Hitler has taken over by now, Japan, Hawaii and the US. Have them label each country with the date they were bombed or taken over.

Directions:

Map

materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

7. Explore today's reading

Key Questions

Why didn't FDR go to the meeting with the Japanese?

Why did Japan bomb Hawaii?

Why did FDR declare war on Japan and her allies?

How did FDR get elected three times?

Why can't a president get elected 3 times now?

What is the maximum a president can be in office?

Why did countries just allow Hitler to take over?

How was Hitler a threat to democracy?

Key Paragraph

“What they faced was something called a blitzkrieg. That was the German word for “lightening war,” which was a good description. The Germans sped their troops, tanks and artillery across nations, obliterating them almost before they knew what was happening.”

EXTEND

8. Prompt every student to write a short product tied to today's reading

What can you compare this description too more recently in our history? How are they different, and how are they the same?

9. Close with a short summary

Extend the reading to the student's lives or to the world.

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Lesson Plan for Week 2 Day 5

Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

PREPARE

1. Background knowledge necessary for today's reading

WWII is this one worse or better than WWI? Didn't we try to end the wars? Why did they continually get worse? What was different about these two wars? What was the same?

<http://www.historyplace.com/worldwar2/timeline/ww2time.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

1. intact	2. vicious	3. contaminated	4. domination	5. exile
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages *-* in Joy Hakim, A History of Us Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1941	One side was Berlin, Rome and Tokyo	130-134
	The other 3 allies were the US, Britain and Russia	130-134

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.historyplace.com/worldwar2/timeline/ww2time.htm>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students start a magazine on WWII. Have them include articles and information on both sides of the war and include all the leaders that were involved. Keep a few pages for the end of the war.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: *The National Enquirer*, *Newsweek*, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading**Key Questions**

Why did Russia under a communist government join the US and Britain?

Why was Germany joined by Tokyo and Rome?

What did Hitler do to Stalin?

If Russia had stayed with Germany, Tokyo and Rome, would they have won the war?

When you look at size of countries which side was bigger? Did that help?

What angle did Russia have on the timing of the war?

Why did FDR trust Stalin?

Key Paragraph

“The victor will not be asked afterward whether or not he told the truth. In starting and waging war it is not right that matters but victory. Close your hearts to pity! Act brutally!.... The stronger is in the right.”

Hitler

EXTEND**8. Prompt every student to write a short product tied to today’s reading**

What does this quote say about Hitler? Why did so many follow him?

9. Close with a short summary

Extend the reading to the student’s lives or to the world.