

## **Instructional Activities for Announcing World War II**

### **Days 1-3**

#### **Diagnostic Assessment**

##### **Announcing World War II KWL**

##### **Description:**

Students tell what they know about selected events and situations from World War II in the “K” part of the KWL. They then write questions that they might have concerning the events and situations in the “W” part of the KWL. These questions add structure to their learning during the two lessons in this unit. The L part of the KWL will be completed at the end of the unit and used as a review prior to the summative assessment.

### **Lesson Plan 1**

#### **Introduction to World War II**

##### **Lesson Description:**

Students are given the opportunity to reinforce and practice listening skills by hearing a short radio broadcast from World War II and a teacher presentation on World War II. They practice these skills while listening to and viewing a PowerPoint presentation on World War II. The PowerPoint presentation focuses on important events and situations in World War II, especially those that occur in the fictional work, Jacob I Have Loved by Katherine Paterson. These events basically focus on how the United States reacted to adversity during this trying time in United States history. Students practice the short answer writing skills necessary on the summative assessment by addressing a writing task or prompt concerning one of these events or situations. They use a short-response writing rubric to guide their answers.

### **PowerPoint Presentation**

#### **Reacting to Adversity**

##### **Description:**

The PowerPoint presentation takes students through a basic overview of World War II. This overview focuses on how the citizens of the United States faced the adversity found during war. Interspersed in the presentation are actual broadcasts and posters from World War II.

## **Days 4-10**

### **Lesson Plan 2**

#### **Broadcasting World War II**

##### **Lesson Description:**

Students use information that they have found concerning selected events and situations from World War II to create radio broadcasts. Student groups work to create broadcasts on events or situations assigned to their group. Students then broadcast these radio vignettes to the whole class. Students practice listening skills to gain specific information on the content of the broadcasts. They practice the skills needed on the summative assessment by writing a short answer to a task or prompt concerning one of the events or situations coming from the broadcasts. Next, they organize their thoughts concerning the extended response task by making a semantic map or outline of the content of the task. This exercise and completing the L part of the diagnostic KWL act as a review for the unit.

## **Day 11**

### **Summative Assessment**

#### **Summative Assessment for the Announcing World War II Unit**

##### **Description:**

This assessment is a short response assessment mirroring the short-response part of the FCAT. Grading is based on a paraphrased FCAT short-answer rubric. Students write about ten of the events or situations that they studied during the two lessons in the unit.