

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title** | **New Technology during World War II**  | **Teacher** | **Leah Spann** |
| **Grade Level** | **5th Grade**  | **Duration of Lesson** | **2 days**  |

|  |  |
| --- | --- |
| Lesson Topic | Key Developments in Technology, Aviation, and Weaponry.  |
| SC Standards and Indicators | 5-4: The student will demonstrate an understanding of the economic boomand –bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. 5.4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States.  |
| Academic Vocabulary | Aviation, Communications, Weaponry, atomic bomb |
| Lesson Materials | Smart board lesson, computer, Social Studies Notebook, Primary Source document in Smart board lesson  |

Lesson Set

|  |  |
| --- | --- |
| Content Objective(s) | Students will be able to identify key technology that was used during World War II. Students will be able to summarize the technology used and explain how it affected the economy of the United States.  |
| Literacy Objective(s) | Students will write journal entries on their feelings of fighting in a war without the proper tools. . 5-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations). |
| Lesson Importance | Students will understand the different advancements during World War II and how it affected the outcome of the war.  |
| Connections to prior and future learning | Students will understand the moral implications of military technologies and techniques such as the Atomic bomb. In the future student will summarize and illustrate a timeline showing the dropping of the bombs in Japan. |
| Anticipatory Set/ Hook (Engage) | Teacher will say: Imagine that you have to fight a war with weapons that are out of date. For example if you have to fight with a musket or cannon how would you feel? What about if you had no way to communicate with others to know when the enemy was near? How would you feel? What about if you had to fight this war without airplanes? How would you feel?Time to write: Write in your Social Studies Notebook how you would feel if you did not have "up-to-date" technology. Make sure to include how you would feel about each technology.  |

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the out tt required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

|  |  |
| --- | --- |
|  |  |
| “I do” Skill from literacy objectiveintroduce/explain/model | Teacher: Today students we will learn about technology that was used during World War II. First we will complete the think about in your Social Studies journal. Then we will review our vocabulary words for this lesson.Communication, aviation, and Weaponry. For each one we will write down what new technology goes with each one.  |

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

|  |  |
| --- | --- |
| “We do”Activity DescriptionInclude student “explore” components and opportunities for them to explain their learning. | Teacher will say: First we are going to create a layer flip book with construction paper. Then you will cut out the words Aviation, communication, and weaponry and clue them on each layer. **Note: Teachers you can pre-make the layer books for each student in your class by using 3 sheets of construction paper and folding them into layers.** Teacher will say: Today we will discuss the new technology in each of the three categories. First we will discuss the new communication used during World War II. Then we will discuss the weaponry and aviation used during this time. Note: Teacher as you go through the smart board lesson with students have them complete information under each part of the book. Then have students draw pictures that will help them remember the information for each one. Teacher will say: After the Smart board lesson, you will be split into groups and each group will get a copy of the primary source document of a letter written on behalf of Native Americans who would like to join the war. You and your group will read and analyze the letter. Then you will answer the questions along with your group. Then we will discuss the questions. Make sure that you answer your questions in complete sentences.  |
|  Checking for Understanding-“Informal” Assessment | While students are working in groups, teacher will walk around and make sure that students are discussing and writing down their answers to the DBQs.  |

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

|  |  |
| --- | --- |
| Content Solidified | Teacher will say: Let’s go over our DBQ questions. ( Suggested Responses)1. Who is to receive this letter? The commander in the US Marine Corps is to receive this letter. 2. What can the Navaho Indians do for the United States during World War II? I can infer from reading this letter that the Native Americans are skilled and trained in breaking apart different languages. They can be code breakers and let the United States know what the enemy is planning before it happens. 3. Do you think it’s a great idea to enlist or let these Indian help us in the war? Why or Why not? ( Opinion question) Yes, it was a good idea to enlist them. The skills and knowledge that they have can maybe help us win the war from Japan and Germany.  |

Independent Practice

|  |  |
| --- | --- |
| “You Do” | Teacher will say: Take out your flip books that you created on the new technologies during World War II. We are going to review the different technologies and discuss how they affected the United States economy. Teacher will say: You will work with a partner and create a one page report on the new technologies during World War II. In your one page report, you will include pictures that are appropriate for your project. You will tell how the new technology evolved during the war. You may use the internet, reference books, etc… to help you with your project. Note: The rubric is included.  |

Summative/ “Formal” Assessment

|  |  |
| --- | --- |
| Assessment | Students will be assed informally by their journal entry. Students will be formally assed by the unit project. The rubric is attached. Students also will be assed based of the questions in the smart board lesson. The questions can be used with smart response system. (Teacher can decide to grade this or not.)  |

Differentiation

|  |  |
| --- | --- |
| During Lesson | As needed for any student you may need to.  |
| Assessment | As needed for any student you may need to. |

**Research Writing Project Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category  | 4 | 3 | 2  | 1 | Score  |
| Research Gathered  | Information is gathered from multiple electronic and non-electronic sources. | Information is gathered from multiple electronic and non-electronic sources. | Information is gathered from limited electronic and non electronic sources.  | Information is gathered from non-electronic or electronic sources only | \_\_\_\_ |
| Organization | Well organized, logical sequencing.  | Well organized, but sequencing is out of order. | Well organized, but sequencing is slightly off.  | Weakly organized.  | \_\_\_\_\_ |
| **Punctuation, Capitalization, & Spelling** | Punctuation and capitalization are correct. | There is one error in punctuation and/or capitalization | There are two or three errors in punctuation and/or capitalization. | There are four or more errors in punctuation and/or capitalization. | \_\_\_\_\_\_\_ |
|  |  |  |  | Total  | \_\_\_\_\_\_ |