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Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: **America's Role in WWII** Grade Level: **5** Duration: **3 weeks**

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Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

<p>Science 5.P.5A.1 Use mathematical and computational thinking to describe and predict the motion of an object 5.P.5A.2 Develop and use models to explain how the amount or type of force (contact and non-contact) affects the motion of an object. 5.L.4A.2 Obtain and communicate information to describe and compare the biotic factors (including individual organisms, populations, and communities) of different terrestrial and aquatic ecosystems. 5.L.4A.1 Analyze and interpret data to summarize the abiotic factors (including quantity of light and water, range of temperature, salinity, and soil composition) of different terrestrial ecosystems and aquatic ecosystems.</p>	<p>Social Studies 5-4.4 Explain the principal events related to the involvement of the United States in World War II 5-4.5 Analyze the role of key figures during World War II 5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy. 5-4.7 Summarize the social and political impact of World War II on the American home front and the world</p>	<p>ELA RI.5.9 Compare and contrast stories in the same genre RI.5.2 Determine a theme of a story, drama, or poem from details in the text, RI.5.1 Quote accurately from a text RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described RI.5.3 Compare and contrast two or more characters, settings, or events in a story or drama W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Mathematics 5MD2 Make a line plot to display a data set of measurements in fractions of a unit 5G1 Graph points on the coordinate plane to solve real-world and mathematical problems 5NBT5-7 Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>
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Connections to one or more Exploratories:

Art VA5-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.	Music	Technology	PE
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Summary of activities showing connections between content areas	<p>Students will read and respond to different types of text including informational texts historical fiction, and an allegory relating to World War II. Students will work individually, in literature circles, and in small groups to examine the role of the US in WWII.</p> <p>This unit will include quick write activities, content area writing based on research, and an art assignment where students design and create historically appropriate propaganda posters. Students will create a Facebook page profile for a key figure in WWII. Students will plant a Victory Garden and assess its value, and play a simulation game showing the ration system. Students will create graphs and line plots based on a bomb-dropping simulation activity.</p>
Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)	<p> <u>The Attack on Pearl Harbor: An Interactive History Adventure</u> (18) <u>WWII on the Home Front: An Interactive History Adventure</u> (18) <u>WWII: An Interactive History Adventure</u> (18) <u>Military Aircraft of WWII</u> (3) <u>World War II for Kids</u> (3) <u>The Butterfly</u> (3) <u>The Harmonica</u> (3) <u>Terrible Things: An Allegory of the Holocaust</u> (3) <u>Benno and the Night of Broken Glass</u> (3) <u>Design for Victory: WWII posters on the American Home Front</u> (3) <u>What Was Pearl Harbor?</u> (6) <u>Rosie the Riveter: Women Working on the Home Front in WWII</u> (1) <u>Ghosts in the Fog: The Untold Story of Alaska's WWII Invasion</u> (1) <u>A Boy at War: A Novel of Pearl Harbor</u> (3) <u>Japanese Americans and Internment</u> (1) <u>Great World War II Projects</u> (1) 10 blue folders with computer printouts of info relating to SC's role in WWII, including one authentic WWII ration book CD: WW2 Documents and Poster (1) Models of WWII airplanes (2 sets of 6 airplanes each) Folders containing print-outs of information on SC's role in WWII (4) <i>Mastermind: Codemaker vs Codebreaker</i> game (3) </p>

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Essential Questions	<p>Why did the US enter WWII?</p> <p>How did the US change the course of WWII in the European theater as well as the Pacific theater?</p> <p>What part did the key figures of WWII play?</p> <p>How did the developments in technology, aviation, weaponry, and communications affect both WWII and the US economy?</p>
Pre-Writing and Writing Activities	<ol style="list-style-type: none"> 1. Make journal entries while reading the literature circle books. Use Think-Pair-Share to discuss your responses in small groups. 2. Use a variety of graphic organizers to respond to and compare different fictional texts. 3. After doing research on a key figure in WWII, students will write a narrative essay from that person's point of view. This research will also be used to create a profile of that person in the style of a Facebook page. 4. Students will create a written response to this prompt: Imagine you are an isolationist. Would the attack on Pearl Harbor cause you to support US entry into WWII? Give reasons and facts to support your position. 5. Students will write an opinion piece with supporting evidence for this prompt: Was Truman's decision to drop the atomic bomb a wise one? Explore the negative and positive consequences of his decision.
Instructional Strategies	<p>Whole class and small group instruction</p> <p>Reciprocal teaching</p> <p>Collaborative work with a partner</p> <p>Research stations</p>
Accommodations, Modalities of Learning, Differentiating Instruction	<p>Activities are multisensory and address visual, auditory, and kinesthetic learning. Students have choices and opportunities to work collaboratively. Open-ended assignments provide flexibility.</p>
Assessment	<p>Formative and summative writing assessments</p> <p>Project assessment</p> <p>Formative and summative content area assessments</p>