

Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: World at War

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Timeline, Europe Squabbles</p> <ul style="list-style-type: none"> • Discover basic WWI sequence of events • Discover WWI’s place amongst American wars • Understand causes of WWI <p>Performance: 1.1, 1.8, 2.2 Knowledge: (CA) 5 (SS) 2,5,7 SSGLE: TSSI.7.A (Gr. 4) SSCLE: MUSWH.3a.X (World History); MUSWH.3b.M (World History) NETS: N/A DOK: 3</p>	<ul style="list-style-type: none"> • Students evaluate: <ul style="list-style-type: none"> • and correct their timelines • T/F sheet based on timeline • Teacher evaluates student responses 	<p>Students will:</p> <ul style="list-style-type: none"> • create a timeline of the events that led to WWI • participate in “Europe Squabbles”, a reader’s theater that demonstrates the alliances leading to WWI • examine a 1914 map of Europe
<p>(B) Mind maps</p> <p>Use both words and symbols to show understanding of WWI events and causes</p> <p>Performance: 1.5, 1.8, 2.1, 4.6 Knowledge: (CA) 1,3,6 SSCLE: MUSWH.3a.X (World History); MUSWH.3b.M (World History) NETS: N/A DOK: 3</p>	<p>Teacher evaluates mind maps using a scoring guide</p>	<p>Students will:</p> <ul style="list-style-type: none"> • work in groups reading separate articles. Each group presents their article to the class after recording main ideas on an overhead • take notes on all articles • use their notes to create a mind map of WWI

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<p>(C) Consequences of WWI, Begin WWII</p> <ul style="list-style-type: none"> Compare and contrast political maps from 1914 and 1919 Demonstrate an understanding of the effect of <i>The Versailles Treaty</i> on world peace <p>Performance: 1.7, 1.8, 2.2, 3.1 Knowledge: (CA) 3 (SS) 5,7 SSCLE: MUSWH.3b.M (World History) NETS: N/A DOK: 3</p>	<p>Teacher evaluates:</p> <ul style="list-style-type: none"> oral responses during reading and discussion of articles Venn diagrams using a scoring guide 	<p>Students will:</p> <ul style="list-style-type: none"> read an article about the end of WWI and the effects of <i>The Versailles Treaty</i> that created conditions leading to WWII compare and contrast political maps of 1914 and 1918 using a Venn diagram complete a T/F sheet and will correct false information about the beginning and causes of WWII
<p>(D) Research</p> <p>Research a WWII topic of choice, and compare and contrast it with the same topic in the 21st Century</p> <p>Performance: 1.1, 1.2, 1.4, 1.7, 1.8, 2.1, 2.3, 4.4 Knowledge: (CA) 2-4 (SS) 2 SSCLE: TSSI.7.E (World History) NETS: N/A DOK: 3</p>	<p>Using a scoring guide, the teacher evaluates:</p> <ul style="list-style-type: none"> note cards bibliography cards student created research questions 	<ul style="list-style-type: none"> Teacher will model: <ul style="list-style-type: none"> note taking bibliography cards student created research questions Students will: <ul style="list-style-type: none"> take notes on note cards document sources complete sheets determining primary and secondary sources use a Venn diagram to compare and contrast WWII concepts from some 2009 concepts
<p>(E) Pearl Harbor</p> <p>Demonstrate an understanding of the causes and effects of the bombing of Pearl Harbor</p> <p>Performance: 1.9, 3.5, 4.1 Knowledge: (CA) 1,3,4 (SS) 2 SSCLE: MUSWH.3b.M (World History) NETS: N/A DOK: 2</p>	<p>Using a scoring guide, the teacher evaluates:</p> <ul style="list-style-type: none"> written descriptions of the circumstances that created the scene oral responses to the Pearl Harbor article 	<ul style="list-style-type: none"> Teacher creates WWII scene Students will: <ul style="list-style-type: none"> investigate while taking notes write a paragraph describing the circumstances surrounding the scene read an article on Pearl Harbor

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<p>(F) Guest Speakers Show comprehension of the experience of a veteran through the writing of a thank you note</p> <p>Performance: 1.1, 1.4 Knowledge: (CA) 2,3,5 CAGLE: LS.1.B (Gr. 8) SSCLE: MUSWH.3a.X (World History) NETS: N/A DOK: 2</p>	<p>Teacher observes student responses</p>	<p>Students will:</p> <ul style="list-style-type: none"> • listen and ask questions of a person with first hand knowledge of WWII events • review friendly letters • write thank you notes to guest speakers
<p>(G) Presentations Demonstrate presentation skills while presenting a “Then & Now” project to the class</p> <p>Performance: 2.1, 2.3 Knowledge: (CA) 5,6 (SS) 2 CAGLE: (CA) LS.1.B (Gr. 8); LS.2.A (Gr. 6) NETS: N/A DOK: 4</p>	<p>Peer evaluations of student presentations</p>	<p>Students will individually present their research project to the class</p>
<p>(H) Field Trip Draw conclusions about WWII and the Cold War by viewing exhibits and films at the Churchill Memorial</p> <p>Performance: 4.8 Knowledge: (SS) 2,5,7 SSCLE: MUSWH.3b.M (World History) NETS: N/A DOK: 3</p>	<p>Teacher will collect and grade the scavenged items</p>	<p>Students will participate in a scavenger hunt at the Churchill Memorial Museum at Westminster College. They will:</p> <ul style="list-style-type: none"> • discuss Westminster College as a future educational choice • discuss the end of WWII and the Cold War