**SUBJECT:** Elementary  
**COURSE:** EER  
**STRAND:** World at War

### Objectives

**A. Timeline, Europe Squabbles**
- Discover basic WWI sequence of events
- Discover WWI's place amongst American wars
- Understand causes of WWI

*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*

### Assessment/Evaluation

- Students evaluate:
  - and correct their timelines
  - T/F sheet based on timeline
  - Teacher evaluates student responses

### Instructional Activities

- Students will:
  - 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

---

**B. Mind maps**

- Use both words and symbols to show understanding of WWI events and causes

*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*

### Assessment/Evaluation

- Teacher evaluates mind maps using a scoring guide

### Instructional Activities

- Students will:
  - 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
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> <strong>Consequences of WWI, Begin WWII</strong></td>
<td>Teacher evaluates:</td>
<td>Students will:</td>
</tr>
<tr>
<td>• Compare and contrast political maps from 1914 and 1919</td>
<td>• oral responses during reading and discussion of articles</td>
<td>• read an article about the end of WWI and the effects of <em>The Versailles Treaty</em> that created conditions leading to WWII</td>
</tr>
<tr>
<td>• Demonstrate an understanding of the effect of <em>The Versailles Treaty</em> on world peace</td>
<td>• Venn diagrams using a scoring guide</td>
<td>• compare and contrast political maps of 1914 and 1918 using a Venn diagram</td>
</tr>
<tr>
<td>Performance: 1.7, 1.8, 2.2, 3.1</td>
<td></td>
<td>• complete a T/F sheet and will correct false information about the beginning and causes of WWII</td>
</tr>
<tr>
<td>Knowledge: (CA) 3 (SS) 5,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSCLE: MUSWH.3b.M (World History)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NETS: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOK: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> <strong>Research</strong></td>
<td>Using a scoring guide, the teacher evaluates:</td>
<td>• Teacher will model:</td>
</tr>
<tr>
<td>Research</td>
<td>• note cards</td>
<td>• note taking</td>
</tr>
<tr>
<td>Research a WWII topic of choice, and compare and contrast it with the same topic in the 21st Century</td>
<td>• bibliography cards</td>
<td>• bibliography cards</td>
</tr>
<tr>
<td>Performance: 1.1, 1.2, 1.4, 1.7, 1.8, 2.1, 2.3, 4.4</td>
<td>• student created research questions</td>
<td>• student created research questions</td>
</tr>
<tr>
<td>Knowledge: (CA) 2-4 (SS) 2</td>
<td></td>
<td>Students will:</td>
</tr>
<tr>
<td>SSCLE: TSSI.7.E (World History)</td>
<td></td>
<td>• take notes on note cards</td>
</tr>
<tr>
<td>NETS: N/A</td>
<td></td>
<td>• document sources</td>
</tr>
<tr>
<td>DOK: 3</td>
<td></td>
<td>• complete sheets determining primary and secondary sources</td>
</tr>
<tr>
<td><strong>E</strong> <strong>Pearl Harbor</strong></td>
<td>Using a scoring guide, the teacher evaluates:</td>
<td>• use a Venn diagram to compare and contrast WWII concepts from some 2009 concepts</td>
</tr>
<tr>
<td>Demonstrate an understanding of the causes and effects of the bombing of Pearl Harbor</td>
<td>• written descriptions of the circumstances that created the scene</td>
<td>Students will:</td>
</tr>
<tr>
<td>Performance: 1.9, 3.5, 4.1</td>
<td>• oral responses to the Pearl Harbor article</td>
<td>• investigate while taking notes</td>
</tr>
<tr>
<td>Knowledge: (CA) 1,3,4 (SS) 2</td>
<td></td>
<td>• write a paragraph describing the circumstances surrounding the scene</td>
</tr>
<tr>
<td>SSCLE: MUSWH.3b.M (World History)</td>
<td></td>
<td>• read an article on Pearl Harbor</td>
</tr>
<tr>
<td>NETS: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOK: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Assessment/Evaluation</td>
<td>Instructional Activities</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| (F) Guest Speakers  
Show comprehension of the experience of a veteran through the writing of a thank you note  
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 | Teacher observes student responses | Students will:  
• listen and ask questions of a person with first hand knowledge of WWII events  
• review friendly letters  
• write thank you notes to guest speakers |
| (G) Presentations  
Demonstrate presentation skills while presenting a “Then & Now” project to the class  
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 | Peer evaluations of student presentations | Students will individually present their research project to the class |
| (H) Field Trip  
Draw conclusions about WWII and the Cold War by viewing exhibits and films at the Churchill Memorial  
Performance: 4.8  
Knowledge: (SS) 2,5,7  
SSCLE: MUSWH.3b.M (World History)  
NETS: N/A  
DOK: 3 | Teacher will collect and grade the scavenged items | Students will participate in a scavenger hunt at the Churchill Memorial Museum at Westminster College. They will:  
• discuss Westminster College as a future educational choice  
• discuss the end of WWII and the Cold War |