

# Kenyon College

## Digital Kenyon: Research, Scholarship, and Creative Exchange

---

Project Documents

Gullah Digital Archive

---

2012

## Lesson Plan: World War II (grades 9-12)

Jennifer Kliemann

Follow this and additional works at: [http://digital.kenyon.edu/gullah\\_documents](http://digital.kenyon.edu/gullah_documents)



Part of the [United States History Commons](#)

---

### Recommended Citation

Kliemann, Jennifer, "Lesson Plan: World War II (grades 9-12)" (2012). *Project Documents*. Paper 14.  
[http://digital.kenyon.edu/gullah\\_documents/14](http://digital.kenyon.edu/gullah_documents/14)

This Lesson Plan is brought to you for free and open access by the Gullah Digital Archive at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Project Documents by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact [noltj@kenyon.edu](mailto:noltj@kenyon.edu).

**Name: Jennifer Kliemann**

**School: John F. Kennedy High School (CMSD)**

## **Lesson Plan**

### **Course/Grade Level:**

- American History 10<sup>th</sup> Grade

### **Topic/Title:**

- World War II

### **Historical Time Period(s):**

- Modern America and the World Wars

### **Thematic Question:**

- How does war impact the social aspects of society?

### **Standards/Benchmarks/Indicators:**

- Social Studies: History

D: Connect developments related to World War I with the onset of World War II.

7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.

F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

11. Analyze the impact of U.S. participation in World War II with emphasis on:
  - a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce.

### **Materials/Resources:**

1. Interview Questions (student created)
2. Computer with internet access
3. Presentation Materials
4. Projector
5. Assignment Handout and Rubric (Found below)
6. NPR-Story Corps  
<http://www.npr.org/series/4516989/storycorps>

### **Motivation (Attention Grabber):**

1. Students will listen to two selections from the Story Corp series: The Day Taps Echoed Through Belgium and Living To Tell The Horrible Tale Of Pearl Harbor.
2. We will spend time discussing what the students heard and their reactions to it.

**Activities:**

1. Students will listen to various stories from Story Corp and analyze what an oral history interview sounds like. They will discuss the positives and negatives from the various interviews they hear.
2. Students will work together to develop questions for their oral history interviews.
3. Students will interview members of Affinity Baptist Church who lived during World War II or had parents who lived during World War II.
4. Students will debrief and share the information they gathered from their interviews with the rest of the class.
5. Students will research the changes that have been made to U.S. society since September 11, 2001 through online research and oral history interviews.
6. Students will compare society during World War II and that of current day to determine the differences between the affects two wars have had on the country.
7. Students will develop an online museum exhibit in coordination with the Interactive Media teacher.
8. Students will present their findings to the class.

**Assessment:**

- Students will create an online museum exhibit comparing the effects of World War II to that of the War on Terrorism on society. They will use oral history interviews they will conduct with members of Affinity Baptist Church, faculty members who have relatives currently serving in Afghanistan, as well as online research. The Social Studies and Interactive Media teachers will provide guidance for the students as they create their museum exhibit and their oral presentations.

## **World War II Museum Exhibit**

You are a museum curator and are creating an exhibit comparing the effects of World War II and the War on Terrorism on the society of the United States. Your information for the exhibit will come from various sources, including oral history interviews, online research, and your personal experiences. You may work in pairs to complete this assignment and will be aided in this process by the Interactive Media teacher. All the information you need to complete this assignment are included with this handout.

World War II Museum Exhibit Rubric

	4	3	2	1
Topic/Content	Artifacts in the exhibit clearly relate to the main topic. Cover topic completely and in depth. Encourages readers to know more.	Artifacts in the exhibit clearly relates to the main topic. Includes essential information and enough elaboration to give readers an understanding of the topic	Artifacts in the exhibit clearly relates to the main topic. Includes some essential information with few facts or details.	Artifacts in the exhibit have little or nothing to do with the main topic. Includes little essential information and only one or two facts.
Creativity	The exhibit is interactive and will be a learning experience for all participants. Concepts are expressed clearly in multiple ways.	The exhibit is interactive and will be a learning experience for most participants. Concepts are clearly explained in at least one way.	This exhibit is adequate but may not be interactive or educational for all participants. While presented, some concepts are left unexplained.	Many concepts are left unexplained and the exhibit is difficult to understand.
Layout	The exhibit has exceptionally attractive formatting and well organized information. Graphics go well with the text. There is a balance of text and graphics.	The exhibit has attractive formatting and organized information. Graphics complement the text, but there may be a lack of balance between text and graphics.	The exhibit contains relevant information though the layout may be very general with few or no graphics.	The exhibit's format and organization are confusing to the participant. Graphics do not match the text or appear to be randomly chosen. This exhibit is difficult to understand.
Text Conventions	There are no grammar, spelling, capitalization or punctuation errors in this piece.	There are very few mistakes in grammar, spelling, capitalization, or punctuation in this piece.	There are many mistakes in grammar, spelling, capitalization, or punctuation in this piece.	This project is riddled with errors in grammar, spelling, capitalization, and punctuation.
Bibliographical Resources	The author has gone above and beyond to research information for this exhibit. The author used factual information and personal ideas to enhance the project.	The author has done an excellent job of researching.	The author has used a minimum number of resources to provide factual information to the participant. Some of the author's citations may be incomplete or inaccurate.	The author did not include accurate documentation of resources. Resources were not used effectively. The author did little or no fact gathering on the topic.

### World War II Museum Exhibit Project Checklist

After completing each part of your project, check with your teacher and review your progress. Be sure to obtain the appropriate signatures. This sign off must be turned in the day of your final oral presentation.

	Due Date	Completed Date	Student Comments	Teacher Comments
Interview Questions Due for Review				
Oral History Interview Conducted				
Research Completed				
Museum Exhibit Rough Draft Completed				
Final Museum Exhibit Due				
Oral Presentations				